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Ce module fait partie d'une série de quatre qui a pour but de faciliter l'organisation de sessions de perfectionnement collectif pour les professeurs d'anglais, langue seconde, aux niveaux primaire et secondaire. Il présente des activités couvrant cinq jours de perfectionnement. La présentation de chacune de ces activités comprend des objectifs, des stratégies d'enseignement, des notes explicatives ainsi que des questions de discussion.

Type de document:

MODULE DE PERFECTIONNEMENT
COLLECTIF EN DIDACTIQUE
DE L'ANGLAIS LANGUE SECONDE

9170953-A

METHODOLOGY I

MODULE 2

Workshop Leader's Manual

Direction générale des programmes
Direction de la formation du
personnel scolaire

March 1989

Methodology I

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Preface

The idea for the development of a set of in-service teacher training modules, of which this is one, was originally suggested to the ministère de l'Éducation by the two associations for second-language teachers of Quebec.

The modules are designed to facilitate the organization of in-service teacher-training workshops (sessions de perfectionnement collectif) which school boards periodically offer to their personnel as the need arises. It is hoped that these modules will allow school boards to prepare their in-service training within a clear and coherent framework of activities.

Each module is intended for a five-day session. The modules progress logically from language acquisition to evaluation of communicative competence. Particular emphasis has been placed on methodological issues in the teaching of English as a second language.

In principle, any consultant or teacher with a solid background in second-language pedagogy should be able to lead the workshops using these modules. A certain amount of preparation and careful reading beforehand will nonetheless be required. However, the need to seek out human or physical resources beyond the individual school board should be minimal.

In English as a second language, four modules are available:

Module 1	Language Acquisition
Module 2	Methodology I
Module 3	Methodology II
Module 4	Evaluation

The content of the modules was determined by a steering committee composed of representatives from the ministère de l'Éducation, the Association québécoise des enseignants de français langue seconde (AQEFLS) and the Société pour la promotion de l'anglais langue seconde au Québec (SPEAQ). This committee favoured a pragmatic and inductive procedure in the design of the module: through practical experience and concrete activities participants will be led to general principles and pedagogical know-how.

The modules were written by individuals who had both an extensive background in the particular subject, experience in teacher-training and in the creation of pedagogical documents. A field test of each module was conducted with groups of teachers from both the primary and secondary levels of various school boards. As far as possible, the present version of the modules takes into account their comments and suggestions.

We hope that these modules provide a flexible and satisfactory means of organizing in-service training sessions for teachers of English as a second language and thereby contribute to an improvement in the quality of instruction they offer their students.

The Steering Committee

Acknowledgments

The design and development of these in-service teacher training modules would not have been possible without the co-operation of a number of individuals and institutions. We would particularly like to thank:

- **The authors**

Module 1	*Language Acquisition* **Patsy Lightbown** **Jude Rand** **Nina Spada**
Module 2	*Methodology I* **Louise Gascon**
Module 3	*Methodology II* **Thérèsa O'Farrell-Gagnon**
Module 4	*Evaluation* **Louise Gascon**

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- The **Société pour la promotion de l'enseignement de l'anglais langue seconde au Québec** (SPEAQ) et the **Association québécoise des enseignants de français langue seconde (AQEFLS)**, which participated in all aspects of the project.

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Organization of the Module

• Duration and sequence

This module is intended as a unit; it should be given in its entirety and in the order in which it is presented. Each module has been divided into segments of one day each. However, some variations in timing may occur due to the background of the group to whom it is being presented.

While it is possible to give this module as one block of five days, it may be necessary to spread the module over a longer period of time. However, it is essential that Day 3 and Day 4 be grouped together.

• The workshop leader

It is recommended that the same person conduct the entire module. If this is impossible, it is essential that each of the workshop leaders involved have a thorough knowledge of the entire module and not only that segment for which they are responsible.

Similarly, it is essential that the workshop leader be completely at ease in the subject matter of the module and that he or she reads the entire module thoroughly before attempting to conduct the workshop.

• The participants

Considering the nature of the module as a unit, it is essential that the participants attend all sessions in sequence.

It is not necessary that all participants teach at the same level. The field test of this module demonstrated that having a group of teachers from both primary and secondary levels provided a rich and valuable forum for exchange.

• Conducting the workshop

In order that these modules achieve maximum effect, it is essential that the workshop leader has an excellent knowledge of the content of the module, its general organization and that of the individual days as well as the content and structure of each separate activity.

During the workshops, the leader should constantly refer to the present document and whenever necessary make appropriate changes. It is unwise to simply take all instructions and suggestions as immutable.

Preparation prior to the workshop is strongly suggested. Several activities require considerable manipulation of material; therefore, careful planning is essential.

• Activities

Each activity has:

- A summary description
- A procedure

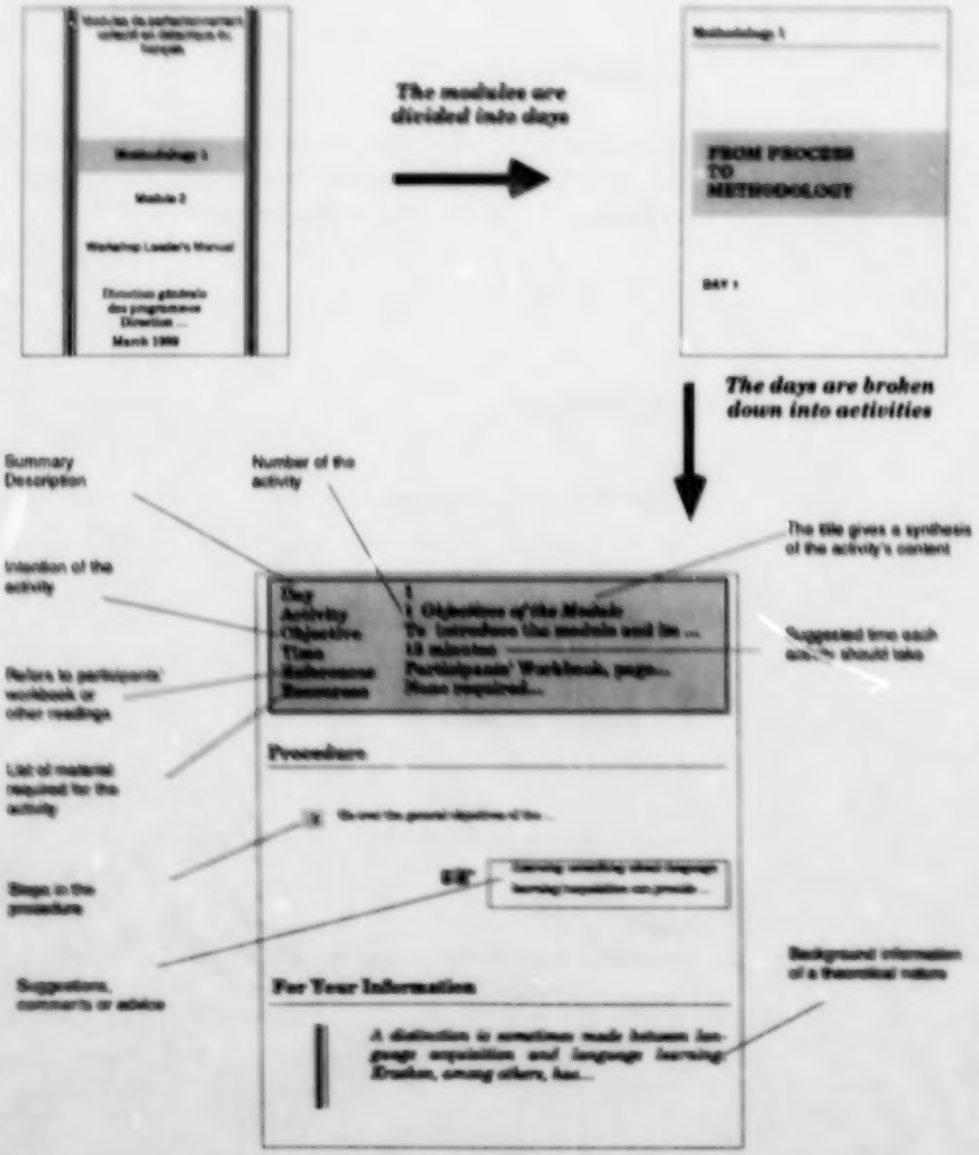
The summary description contains:

- The title and number of the activity
- Its objective
- The suggested time
- References either to corresponding pages in the participants' workbook or to other readings
- Resources, that is, various materials required to conduct the workshops.

The procedure contains:

- Successive steps in conducting the activity, numbered in the left-hand margin
- Comments and suggestions are denoted by a boxed text and by the symbol ☞
- For Your Information sections contain theoretical or background information; they are written in italics and double- barred on the left.
- Answer Keys are provided for all activities done by participants, and are indicated by a framed page.

The Module at a Glance


Methodology 1
Module 2
Workshop Leader's Manual
Direction générale des programmes
Direction ...
The modules are divided into days
Methodology 1
FROM PROCESS TO METHODOLOGY
DAY 1
The days are broken down into activities
Summary Description
Number of the activity
The title gives a synthesis of the activity's content
Intention of the activity
Suggested time each activity should take
Refers to participants' workbook or other readings
List of material required for the activity
Stages in the procedure
Suggestions, comments or advice
Background information of a theoretical nature
Day 1
Activity 1 Objectives of the Module
Objective To introduce the module and its ...
Time 15 minutes
Reference Participants' Workbook, page...
Resources None required...
Procedure
For Your Information
A distinction is sometimes made between language acquisition and language learning. Krashen, among others, has...

General Objective and Content of the Module

• Objective

To examine critically several methods for teaching English as a second language and their relationship to the learning process

• Content

Day 1
From Process to Methodology

Day 2
Some TESL Methods

Day 3
The Pattern of Drills

Day 4
What is Communicative?

Day 5
Production of Communicative Activities

FROM PROCESS TO METHODOLOGY

DAY 1

Objectives of Day 1

- ***To become familiar with the phases of the learning process and how these processes are reflected in the classroom***
- ***To become familiar with two methods used to teach English as a second language***

At the end of the session, the participants will be able to:

- understand terms commonly used to discuss language learning/teaching
- understand the phases of the learning process
- understand the roles and responsibilities of learners and teachers in the learning process
- identify the characteristics of the direct method and the grammar-translation method

Table of Activities: Day 1

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From Methodology to Strategy 15

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The Learning Process 21

Activity 4
Phases in the Learning Process: 34
The Learner's Role/The Teacher's Role

Activity 5
The Grammar-Translation Method........ 40

Activity 6
The Direct Method 47

Day	1
Activity	1 ***Objectives of the Module***
Objective	To introduce the module and its objectives, specifically those of Day 1
Time	15 minutes
References	Participants' Workbook, page 11
Resources	None required

Procedure

1 Go over the general objectives of the module with the participants, eliciting comments and personal expectations. These expectations should be noted so as to be linked to the appropriate activities in the module. You should establish clearly from the start that the ultimate purpose of the session is not to prove the worthlessness of so-called "traditional" teaching approaches and methods as opposed to the communicative approach. The objective is rather to examine more traditional approaches and learning activities, as well as the communicative approach and learning activities, and to situate each with respect to the learning process in terms of the ultimate focus of language learning: communicative competence. Participants will also get practice in designing and producing communicative activities.

General Objectives:
To promote an awareness of the various methods and techniques relating to the teaching of ESL and to develop the ability to analyse and compare the various approaches with respect to the learning process.

Specifically, this module has been designed to enable participants to:

- analyse various approaches, methods and teaching techniques used in ESL with respect to the learning process
- analyse techniques used in various traditional approaches
- analyse techniques used in the communicative approach
- recognize what each technique may or may not contribute to learning
- produce communicative activities

2 Begin by giving participants an overview of the evolution of methods. The following would be sufficient:

In 1965, in his book *Language Teaching Analysis*, Mackey pointed out that numerous methods have been advocated in second language teaching: direct methods, reading methods, oral methods, grammar methods, translation methods, situational methods, traditional methods, army methods, intensive methods, extensive methods, audiolingual methods, audiovisual methods, and eclectic methods. Since then, there have been silent methods, total physical response, suggestopaedia, community methods, immersion and communicative methods. That's 19 different ways to teach second languages. Can you think of 19 different ways to teach history? or Math?

Mackey also pointed out that while fifty percent of the world's children speak more than one language, far less than fifty percent of the children who have been exposed to the above methods achieve anywhere near fluency.

The most influential methods were:

• Grammar Translation	18th Century Europe "Modern" languages taught like Latin
Teacher	L1, teach grammar, vocabulary, translation
Learner	Learn rules, apply to translation
• Direct Method	1860 Boston —Observations of L1 learning
Teacher	Demonstrate, give feedback on error and pronunciation
Learner	Induce and apply rules
• Audiolingual	1950s behavioural psychology —lLanguage learning = habit formation
Teacher	Drill, model, correct, eliminate error
Learner	Develop automatic responses, avoid error
• Communicative approach	Late 60s, early 70s — "innatism", "communicative competence"
Teacher	Catalyst, facilitator, integrator, create opportunities
Learner	Negotiator, active participant, test hypotheses, generalize

Day	1
Activity	2 ***From Methodology to Strategy***
Objective	To differentiate among terms commonly used in language learning pedagogy
Time	45 minutes
References	Participants' Workbook, page 12
Resources	8 1/2" x 11" cardboard on which may be printed or handwritten terms and definitions: each piece of cardboard is to be cut up into 8 cards (See pp.16-19)) Handout 2

Procedure

Part 1

1 Distribute cards bearing terms commonly used in language learning, and their definitions. Each term has been written on one card and parts of its definition written on three separate cards.

2 Participants must then circulate and find their "partners".

☞ *A series of 20 cards is provided for. You may wish to alter this arrangement for smaller or larger groups. In this case, make up new sets of cards to accommodate the group, writing more or less of each definition on one card.*

There are five terms to define.

3 At the end of the activity, participants should have formed teams of three or four people. They will work at the next two activities with the same team mates.

4 Once the partners have been found and the teams assembled, each team shares its term and definition with the group. Clear up any ambiguity and distribute the sheet *From Methodology to Strategy* (Handout 2) with completed definitions. Allow approximately 15 minutes for this part of the activity.

Part 2

5 Refer participants to the sheet in their workbook titled *Approach? Method? Technique? Strategy?*

Participants read the various statements and determine whether each refers to approach, method, technique or strategy. They write the appropriate letter, A, M, T or S, in the parentheses before each statement.

Participants work in the teams formed earlier in this activity.

Allow approximately 20 minutes for this part of the activity. There will probably be quite a bit of discussion going on. Encourage this as it is an essential part of the activity.

6 Go over the participants' answers with the group, clearing up any ambiguity.

Answer Key

Approach? Method? Technique? Strategy?

Instructions: Read each of the following statements and decide whether each refers to approach, method, technique or strategy. Write the corresponding letter, A, M, T, or S, in the parentheses in front of each statement.

(A) 1. Language is a system of structurally related elements for the coding of meaning.

(M) 2. The recognition and discrimination phases are followed by imitation, repetition and memorization activities.

(M) 3. The focus is on completing tasks that involve negotiation of information and information sharing.

(S) 4. Students make use of visual aids to predict the contents of a passage.

(T) 5. Students work in pairs, using two sets of materials containing different kinds of information. The information is complementary and the partners must fit their respective parts of the jigsaw into a composite whole.

(T) 6. Much of the lesson is devoted to translating sentences into and out of the target language.

(A) 7. Language is a tool for the creation and maintenance of social relations.

(T) 8. Students take part in surveys proceeding from guided to freer communication.

(S) 9. Students underline words they know in a text.

(T) 10. Students first hear a model dialogue containing the key structures that are the focus of the lesson. They repeat each line of the dialogue, individually and in chorus.

(M) 11. Learning activities are selected according to how well they engage the learner in meaningful and authentic language.

(A) 12. Language is a vehicle for the expression of functional meaning.

(M) 13. The language skills are taught in the order of listening, speaking, reading and writing.

(S) 14. Students read questions before reading or listening to a text.

(T) 15. Role play.

METHOD	Selection and organization of language context and
suitable techniques for the implementation of	a new approach to language learning
APPROACH	Theory about the nature of language
... language learning and the	processes involved in its use
STRATEGY	Particular trick or

learning tool that the student	develops to facilitate learning
METHODOLOGY	Field of study that takes into account the theories of language
learning for the purpose of generating	methods for language teaching
TECHNIQUE	Procedure or activity used in class by a teacher to
implement a particular method or to	accomplish an immediate objective

From Methodology to Strategy

APPROACH:	Theory about the nature of language, language learning and the process involved in its use
METHODOLOGY:	Field of study that takes into account the theories of language learning for the purpose of generating methods of language teaching
METHOD:	Selection and organization of language content and suitable techniques for the implementation of a given approach to language learning
TECHNIQUE:	Procedure or activity used in class by a teacher to implement a particular method or to accomplish an immediate objective
STRATEGY:	Particular trick or learning tool that the student develops to facilitate learning

Day	1
Activity	3 ***The Learning Process***
Objective	To develop an awareness of the phases of the learning process
Time	60 minutes
References	Participants' Workbook, page 14
Resources	Sufficient decks of cards for the number of teams Handouts 3A, 3B, 3C, 3D, 3E, 3F

Procedure

☞ *Prepare for this phase of the activity by reading the appropriate sections in the ESL Program Guides.*

Primary:	*Guide (16-2204-01)— pp. 17-30*
Secondary:	*Guide (16-3251-01) — pp. 17-20*
	Guide (16-3252-01) — pp. 3-18

1. Participants work in teams of three or four (ref. Activity 2).

2. Distribute decks of cards and sets of rules for various card games to the teams. Make sure that participants have never played the game before.

3. One participant in each team acts as observer and the others attempt to play the game. The observer notes and writes down the actions, remarks and attitudes he or she observes while his or her partners are learning to play the game.

4. Allow approximately 30 minutes for the activity. Give no assistance to the participants at this point. Instructions for games are deliberately complex. This places participants in a real learning situation requiring them to use strategies which will bring out the various phases of the learning process.

☞ ***If and when participants comment on the difficulty they are having understanding the rules of the games, you should stress that difficult instructions were chosen intentionally to illustrate the problems learners face when learning a second language.***

5 At the end of the activity, ask teams to share their findings. Then discuss the *How Do We Learn?* and *Teaching Learning Process Summary* charts which illustrate the phases of the learning process. You should prepare for this phase of the activity by reading *Illustration de chaque temps de la démarche d'apprentissage* (Appendix page 55).

6 Before asking participants to fit the observer's comments into the columns of the *How Do We Learn* chart, you should make certain that all the terms are understood. The following will help you prepare an explanation.

For Your Information

Exploration, organization, selection, realization and generalization are phases in the learning process through which all learners pass, regardless of what is being learned.

It is not always easy to recognize actions that belong to one phase as opposed to another—the phases may tail or the distinctions blur depending on the type of learning.

This activity really aims at awakening an awareness of the various phases and is not a rigid scheme for analysing learning in the classroom. The phases help teachers understand the importance of creating a context for learning which in turn permits the phases to occur. Look over the following example which illustrates the practical aspects of these terms.

	Riding a bike	***Learning English***
Exploration:	• *trying to balance on a bike*	• *being set a task to complete: build a kite*
	• *figuring out what the pedals and brakes are*	• *listening to a story about kites*
Organization *Selection* *Realization*	• *having someone hold the bike (or training wheels)*	• *learning words for parts of kites to be able to ask questions*
	• *watching others ride*	• *looking up diagrams to work out new words*
	• *coasting in a straight line*	• *selecting the right material for the kite according to instructions*
	• *using feet to brake*	• *trial and error—building kite, asking for help as required*

	• Doing one thing at a time — pratise either braking or balancing	*• confirming understanbding*
	• add another action trying to control speed and balance	*• re-reading instructions to clarify or confirm*
	• turning, using leg as balance point, etc.	
Generalization:	*• can ride any bike*	*• sequence markers used are good for other instructions*
	• balance can be used in other sports, such as skate boarding	*• questions useful for other activities*

7 Ask the participants to complete the three columns (Phase 1, Phase 2, Phase 3) with observations from their experience of learning to play a game (i.e. they try to fit each of the observer's comments into one of the columns).

8 Ask a few teams to share their findings with the group.

Catch the Ten

Catch the Ten is so called because one of the chief objects of the game is to catch the ten of trumps and have it in one's hand at the final count.

A pack of thirty-six cards is used, the twos, threes, fours and fives being rejected, the remainder ranking ace, king, down to the six, with the exception of the trump suit for the time being, in which the order is J, A, K, Q, 10, 9, 8, 7, 6.

Any number from two to eight may play. As it is necessary that each player has the same number of cards, when there are eight players all the sixes are removed from the pack, and when there are five or seven the six of spades is removed. In some circles this last is not done, and the same effect is produced by the thirty-fifth card being turned up for trump and the thirty-sixth being discarded, after being shown round.

If the party consists of two, three, five, or seven, each plays on his or her own account. Four play in partnership, as at whist; six may either play three against three, A, C, and E, against B, D, and F, or in three couples, each pair, A and D, B and E, and C and F, playing against the two others. Eight may either play four against four, or in four independent partnerships, each pair against the other three pairs. Partners and adversaries sit alternately, as at whist.

The method of dealing varies with the number of players taking part. When there are only two the dealer gives six cards, one at a time, to each, then six more, in a separate heap, and then — again in a separate heap — six more, the last being turned up for trumps. Thus, each player has three separate hands, which are played independently. When three play the cards are dealt in much the same manner, two separate hands of six being given to each. With any other number of players the cards are dealt in rotation from left to right, as usual, due allowance being made, as above, for an odd number of cards when there are five or seven taking a hand.

If the dealer does not have the pack cut before dealing, if he or she exposes any of his or her adversaries' cards (unless already faced in the pack), or if he or she gives too few or too many to any player, it is a misdeal, and the deal passes. When stakes are played for, they are for so much a game; there are no rubbers. In partnership games losers pay the winning opponent on the right; and it should be settled before play commences who pays for revokes: the revoking player or his or her side. (N.B.: to revoke = to fail to follow suit when able to do so)

The object of the players is to secure the tricks containing certain cards which have a special scoring value, and the first side (or player) to score forty-one points wins. The scoring cards are:

Knave of trumps	counts	11	points.
Ten	" "	10	"
Ace	" "	4	"
King	" "	3	"
Queen	" "	2	"

Any court card in trumps can catch the ten, but the knave is the best, so cannot go to any player but he or she to whom it is dealt.

Scores are also made for cards. At the end of each hand players count the number originally dealt to them. Thus, if four are playing they would each have nine cards to start with; if the players on one side take seven tricks (twenty-eight cards) they would score ten for cards, as they have ten more than they began with, and this is added to anything they may have won in trumps or in catching the ten.

The play of the hand follows the rule of ordinary whist; but the special object in the play is to catch or save the ten, as it makes a difference of 20 to the score. It is not necessary to keep the tricks separate, as at whist, but one player should gather for his or her side. When two or three play the hands must be played in the order in which they are dealt, and the trump card must be left on the table until the dealer takes up the last hand.

One player should keep the score — which is made up at the end of each hand — on a sheet of paper.

Matrimony

Matrimony is played with the full pack of fifty-two cards, and everyone taking part is provided at the outset with an equal number of counters. The only equipment needed is a good-sized strip of paper or cardboard on which are marked the words:

MATRIMONY	INTRIGUE	CONFEDERACY	PAIR	BEST

This is called the *lay-out.* Any king and queen is *matrimony,* queen and jack *intrigue,* king and jack *confederacy;* any two cards of the same denomination form a *pair,* and the ace of diamonds is always *best.*

The dealer takes any number of counters he or she fancies from his or her supply, and distributes them just as he or she chooses over the various divisions of the lay-out — all having at least two — and then each player takes a number of counters, one less than the dealer's, and distributes them as he or she pleases.

The cards are next cut, and the dealer gives one to each player, face down; and then another, face up. If the ace of diamonds should be one of the face cards, the player to whom it has fallen takes all the counters on the lay-out, and the cards are gathered, shuffled, and dealt again by the next player on the left, beginning a fresh pool in the same way as before. If the ace of diamonds does not turn up, each player in turn, starting with the hand on the dealer's left, exposes his or her down card. The first who turns up *matrimony* takes all the counters on that division of the lay-out, and, in the same way, the first to discover *intrigue, confederacy,* or a *pair,* takes all on that particular division. Apart from the face cards, the ace of diamonds is of no value except as one of a pair, and the pool for it remains until the card is dealt face up. Any of the pools that are not won remain until the following deal — or until they are won — and may be added *to* in the ordinary way.

Speculation

Speculation is played with the full pack by any number of persons, each of whom is provided with a like number of counters. A pool is formed by each contributing the same amount, the dealer paying double.

Three cards are dealt to each player, and the next card turned up for the trump suit; this extra card belongs to the dealer, and should it prove to be an ace, that round is over and the dealer takes the pool.

The object of the players is to hold the best trump among the cards dealt. If the turn-up — not being an ace — is a fairly high card, it becomes an object of speculation: the dealer enquires, "Who buys?" and names his or her price — so many counters — and the purchaser, if any, takes the card after paying for it and places it face upwards on the top of his or her hand. No player may look at his or her hand until the time comes, and anyone transgressing this rule is fined so many counters for each card looked at, these being added to the pool.

Play begins by the oldest hand turning up his or her top card; if it is not a trump the next player turns up his or hers, and so on in rotation until a higher trump than the turn-up card is reached. This in turn becomes an object of speculation, and the owner, whether by purchase or otherwise, of the highest trump exposed for the time being is exempt from turning up any further card until his or hers has been beaten.

The essence of the game is sale and purchase, and cards may be auctioned and sold to the highest bidder. Not merely an exposed card can be sold, but any card, or even a whole hand. The purchaser may not look at them, but adds them to those he or she already holds, exposing one at a time as his or her turn comes round. It will be readily understood that an unknown card is of much less value than one which is a probable winner and prices rule accordingly. The price of the highest exposed card naturally increases towards the close of the hand, when there are but few cards remaining to be turned. When there are only two or three left, it is often worthwhile for the holder of the exposed card to purchase them unseen — to avoid the risk of one of them destroying the value of his or her own. Of course the turning up of the ace of trumps ends the hand, and a new deal starts.

There are one or two optional additions to the game, which can be adopted if it is not sufficiently exciting as it stands. In some circles, for instance, anyone turning up a five or a jack pays one or more counters (as may be agreed) to the pool. In others, again, the game is played with an extra hand, which is not touched till all the rest have been exposed. Should this prove to hold a higher trump than the apparent winner, the pool is left, there being, therefore, a double pool for the next round.

All-Fours

All-fours is usually played by two players, with the full pack of fifty-two cards, which rank in play as at whist, the ace being the highest, and the two the lowest. The game is seven points.

There are four different items which count towards the score, whence the name All-fours. Such items are as follows:

HIGH	The highest trump out, scoring one to the original holder
LOW	The lowest trump out, scoring one to the original holder
JACK	The knave of trumps, scoring one to the dealer, if turned up; if otherwise, to the winner of the trick to which it falls
GAME	Scoring one to the ultimate holder of the more valuable cards on the tricks won by him or her, according to the following scale:

For each ten	(TRUMP OR OTHERWISE)	. . . 10
For each ace	"	. . . 4
For each king	"	. . . 3
For each queen	"	. . . 2
For each knave	"	. . . 1

N.B. — In the case of the players being equal in this particular, or of neither party holding any card which counts towards Game, the older hand scores the point.

Method of playing

The players cut for deal, the highest card having the preference. The dealer gives six cards to each, turning up the thirteenth as trump. If the older hand is dissatisfied with his or her cards, he or she may say, "I beg", in which case the dealer is bound either to allow his or hers (by the phrase, "Take one") to score one point, or to give each player three more cards from the pack, turning up that next following by way of fresh trump card. If this should be of the same suit as the original trump, the dealer is bound to give three more cards to each, again turning up the seventh, until a new suit does actually turn up. If the turn-up card be a knave the dealer scores one, this taking precedence over any other score. If, by reason of the older hand " begging", there is a further deal, and the dealer a second time turns up a knave, he or she again scores one. The older hand leads any card he or she pleases. His or her antagonist must follow suit or trump, his or her right to do the latter not being affected by his or her holding cards of the suit led. If, however, having a card of the suit led, he or she neither follows suit nor trumps, he or she becomes liable to the penalty of a revoke.

The player of the highest card of the suit led, or a trump, wins the trick, which is turned down as at whist, and so on throughout the six tricks. In scoring, the order of precedence is (1) high, (2) low, (3) jack, (4) game; subject, as we have seen, to the contingency of jack having been the turn-up card, the point for this being scored before the hand is played.

The play is mainly directed to capturing the jack, and such cards as may score towards game.

Some players score a point whenever the adversary does not follow suit or trump. Some, again, make it the rule that each player must count his or her score without looking at his or her tricks, under penalty of losing one or more points, as may be agreed, in the event of a miscalculation.

Four-handed all-fours

The players cut to decide who shall be partners; the two highest playing against the two lowest, and facing each other, as at whist. The right to the first deal is decided by the cut, the highest dealing. Afterwards each player deals in rotation. The dealer and the older hand alone look at their cards in the first instance, the option of begging resting with the latter. The other two players must not take up their cards till the dealer has decided whether he or she will give one or run the cards for a new trump.

The players play in succession as at whist, four cards constituting a trick. In other respects, the play is the same as in the two-handed game.

Observer's Sheet

Observers should be on the lookout for such things such as:

- When do the players start to play?
- Do they read the rules thoroughly before playing, or during play?
- Do they practise parts of the game before playing a full game?
- Is there a division of roles, i.e. leader vs follower?
- How did the players organize the start of the game?
- Did they get discouraged at any point and if so, why?

Or comments such as :

- "Let's try this..."
- "Oh, I played something similar once; let's..."
- "Let's go back to the instructions."
- "You read... I'll do."

How Do We Learn?

Learning process		
Phase 1	Phase 2	Phase 3
Before	During	After
Exploration	Organization Selection Realization	Generalization

Teaching Process/Learning Process
Summary Chart

	LEARNING PROCESS	TEACHING PROCESS
BEFORE	MAIN PLAYER PROBLEM - QUESTION OR READINESS PHASE	**CATALYST INSTIGATOR** • Make sure that there is a favourable affective context that frees the learner to respond... ... it becomes important to provide the type of supportive atmosphere in the class. **MOTIVATION BY:** • a non-threatening environment • a rich language environment
DURING	ACTIVE PARTICIPANT CREATIVE EXPLORATION AND DISCOVERY OR PERSONAL EXPERIENCE	**FACILITATOR** • Communication involves the use of comprehension and production processes in the exchange... • comprehension and production are active... **ACTIVATED BY:** • communication activities • strategy-oriented activities • language-centered activities
AFTER	SKILLED LEARNER UNIFYING ACTION OR SIGNIFICANCE OF EXPERIENCE AND GENERALIZATION OF LEARNING	**INTEGRATOR** ... be able to relate new language experiences to what he or she already knows and generalize global experience from them. Note: In communication, generalization also occurs during the "action" phase.

Day	1	
Activity	4	***Phases in the Learning Process*** ***— The Learner's Role/The Teacher's Role —***
Objectives	•	To examine the phases in the learning process To identify the roles and responsibilities of learners and teachers
Time	45 minutes	
References	Participants' Workbook, page 17	
Resources	White 8 1/2 x 4 envelopes containing strips of text taken from Workshop Leader's completed charts, in sufficient quantity for each pair Scotch tape Handout 4A	

Procedure

1 Refer participants to the chart, *Role of the Learner/Role of the Teacher* with first column completed, only.

2 Distribute envelopes containing strips of text to be used in completing the blank charts. (An extra set has been provided in the Handout Kit to allow you to supply participants with strips.)

3 Participants work in pairs and try to complete the charts. Allow approximately 25 minutes for this part of the activity.

4 At the end of 25 minutes, distribute a set of completed charts to each participant and allow a few minutes for them to compare their findings.

5 Go over the charts with the participants, clearing up any ambiguities. Refer to *For Your Information*.

For Your Information

Notes on learning process

Phase 1:

- *For learning to occur, the principle of motivation must be respected.*
- *The teacher acts as* **catalyst**.
- *The teacher can promote motivation through such stimuli as*

  - *group work or team work*
  - *types of activity*
  - *referring to prior knowledge*
- *The teacher will help activate the students' mental structures through allowing them to be personally responsible for their learning.*
- *This phase of exploration calls for creative thinking on the part of the student, who must relate what is to be learned to prior knowledge in order to render it meaningful.*
- *This is the input phase and input can come from various sources, e.g. students themselves, daily occurrences, a particular situation, the teacher.*
- *Talk about the principle at the bottom of the chart, bringing out the essential aspect of motivation in the learning process. Students learn what they are motivated to learn (which is not always what we are trying to teach them or what we think they are learning).*
- *Go over prospective formative evaluation with the participants. If little previous work has been done on evaluation, mention that* **formative evaluation** *applies to evaluation used to monitor students' progress and promote learning.*
- **Prospective evaluation** *includes questioning, tests and observation done by the teacher prior to a learning sequence to ensure students' readiness to approach new learning.*

Phase 2:

- *Bring out role of teacher as facilitator.*
- *Student is an active participant in his or her own learning.*
- *Draw attention to examples of classes and lessons which are teacher-centred i.e. where the teacher has the main role, e.g. lecture style.*
- *Draw attention to type of class activity which is student-centred, e.g. pair work or group work where students actively seek answers form and verify hypotheses*
- *Point out that room must be made for personal input on the part of the student.*
- *Focus on the principle at the bottom of the chart.*
- *Review the notion of interactive formative evaluation:*
  - *takes place during learning period / activity*
  - *is informal in nature (i.e. no instrument)*
  - *can be peer-evaluation or evaluation by the teacher*

Phase 3:

- *Point out teacher's role as integrator.*
- *The responsibility of the teacher is to give feedback, to ensure integration and to promote generalization through follow-up or extension activities (e.g. what would you do in X situation?; a game to use new skill).*
- *Go over the principle stated at the bottom of the chart.*
- *Review formative evaluation: short-term, retrospective, occurs after a short learning sequence. It involves testing one or a few skills at a time (one or a few objectives at a time).*

Conclusion:

- *Point out that this learning process, as the participants have seen from the game in Activity 3, applies to all forms of learning and that all the new MEQ programs have these components, including formative evaluation.*
- *All three phases must be present for effective learning to occur.*
- *Tell participants that learning, however, wasn't always perceived in this fashion. Educators and psychologists have developed several theories of learning over the years. These learning theories have had an effect on language teaching.*
- *The next several activities will explore some of the traditional methods of language learning/teaching (and the underlying theories).*
- *Attempts will be made to link these methods to the learning process and to determine to what extent they are conducive to the attainment of communicative competence, whether they are learner centred or teacher centred and what role is attributed to teachers and learners.*

Answer Key

Role of the Learner/Role of the Teacher

PHASE 1: READINESS PHASE	LEARNER	TEACHER
EXPLORATION		
INTENTION ↓	• problem is perceived as potentially significant	• prompts awareness of potential significance
MOTIVATION ↓	• problem is perceived as responding to a need — as possible to solve	• promotes motivation through proper stimuli
ATTENTION/ CONCENTRATION ↓		• eliminates irrelevant information
INVOLVEMENT	• ready to assume responsibility for learning • ready for personal involvement	
PRINCIPLE	Motivation sets off the underlying structures essential for learning.	
FORMATIVE EVALUATION	Prospective evaluation. Ask questions about students' background, clarity of instructions, etc., to promote motivation and involvement.	

PHASE 2: CREATIVE EXPLORATION AND DISCOVERY	LEARNER	TEACHER
ORGANIZATION, SELECTION, REALIZATION		
INTERPRETATION ↓	• brain tries to recognize data	• promotes affective and cognitive processing of data
INTEGRATION ↓	• perceives mental image of data - visual image - verbal image	• suggests various experiences, e.g. "Imagine you hear..."
ACQUISITION ↓	• memory and imagination unite to identify, transform data, form hypotheses	• activates processes
EXECUTION	• practises newly-acquired skill	• creates conditions favourable for practice
PRINCIPLE	Learning is an *active* process, i.e. the learner actively explores data using every means (interior and environmental). The learner makes and verifies hypotheses, consults, questions.	
FORMATIVE EVALUATION	Interactive. Student, peers, as well as teacher.	

PHASE 3: GENERALIZATION	LEARNER	TEACHER
FEEDBACK	• compares own results with the world around	• gives feedback to regulate experience
MEANING	• brings out pertinence of what was learned	
REGULATION	• individual integrates within him- or herself results of new experience and generalization of new skill/knowledge	• promotes integration and generalization, e.g. class discussion following activity, following enrichment activities; • organizes and supports evaluation
PRINCIPLE	After the new skill / knowledge is integrated, the learner can express and use this new skill / knowledge. He or she is ready to go on to new learning.	
FORMATIVE EVALUATION	Short-term, retrospective; testing one objective only	

Day	1	
Activity	5	***The Grammar-Translation Method***
Objectives	•	To experience the grammar-translation method
	•	To analyze this method with respect to the learning process
Time	60 minutes	
Reference	Participants' Workbook, page 21	
Resources	None required	

Procedure

☞ *Act as teacher and the participants as students.*

1 Tell participants that you will teach them a short lesson. They will then be required to answer discussion questions, based on their experience of the lesson.

2 First present the grammar rule in the learners' first language, as participants follow on their sheets. The lesson covers the comparison of the infinitive, gerund and participle (Participants Workbook, page 22).

3 Then refer participants to the *Vocabulary List* (Workbook, page 22) and go over the vocabulary with them.

4 Refer participants to the *Exercise* (Workbook, page 23) and allow 15-20 minutes for them to complete the work. Give any explanation in L1.

5 Participants work singly, in silence.

☞ *If and when participants express difficulty or frustration with the task, draw parallel between participants 'situation and learners' situation in trying to cope with this method.*

6 After approximately 20 minutes, call on participants one at a time to read the original sentence and its translation.

Attention is drawn to the use of the infinitive, gerund or participle. Participants should identify each underlined word and its function in the sentence.

☞ *If necessary refer to the original version of the last five sentences, given below, to see how interpretations will differ.*
Refer to For Your Information *when preparing this lesson (see page 44)*

7 Ask participants to read the background notes on the *Grammar-Translation Method* and to answer the discussion questions in groups of two or three.

8 Discuss findings with the group. Refer to *For Your Information* and determine with participants what learning did take place with this method and to what degree this learning would be effective in promoting language use in real-life situations.

9 Establish link between this activity and Activity 4 with particular regard to:

- role of the learner
- role of the teacher
- objective of language learning: communicative competence

French to English sentences: original version

1. Animals **browsing** and **grazing** in the forest often deeply influence its future by **feeding** and **trampling** on young growth.
2. **To make** television more attractive, manufacturers for a few years concentrated on **making** sets larger.
3. Tired of **scorching** their faces and **freezing** their heels, our grandparents discarded open fireplaces and introduced self-feeding **heating** stoves.
4. On **arriving** at my office, I found the reception room filled with people **waiting to see** me.
5. **To make** one pound of wax, bees must use from seven to fifteen pounds of honey, **eating** and **digesting** it and **extruding** it from their bodies in the form of wax scales.

Lesson 1

Infinitive — Gerund — Participle

A. Grammar rules

1. L'infinitif peut jouer le rôle de plusieurs parties du discours:

   a) Il peut prendre la place d'un verbe.
   Exemple: The local newspaper reported him **to be** dead.

   b) Il peut prendre la place d'un nom.
   Exemple: **To speak** is **to utter** words.

   c) Il peut prendre la place d'un adjectif.
   Exemple: There is a house **to let** on the next street.

   d) Il peut prendre la place d'un adverbe.
   Exemple: He ran **to win.**

2. Le gérondif se termine en **-ing** et peut être employé comme nom ou comme verbe.
   Exemple: He enjoys **playing** football. (nom)
   There is little fear of the students **making** that mistake. (verbe)

3. Le participe présent se termine en **-ing** et peut être employé comme verbe ou comme adjectif.
   Exemple: **Having** no books with us, we could not study.(verbe)
   The **falling** leaves were beautiful. (adjectif)

Lesson 1

Infinitive — Gerund — Participle

B. Vocabulary

	English	French
1.	clap (to) (v)	placer
2.	countless (a)	innombrable
3.	delight (n)	plaisir
4.	dilapidated (a)	délabré
5.	handle (to) (v)	manipuler
6.	hand (to) (v)	suspendre
7.	knoll (n)	butte

8.	loophole (n)	meurtrière
9.	matter (n)	sujet
10.	queer (a)	étrange
11.	stout (a)	solide
12.	two score (a)	quarante

French		English
1.	adopter (v)	to introduce
2.	attirant (a)	attractive
3.	brouter (v)	to browse
4.	brûler (v)	to scorch
5.	écraser (v)	to trample
6.	expulser (v)	to extrude
7.	mettre de côté (v)	to discard
8.	paître (v)	to graze

Lesson 1

Infinitive — Gerund — Participle

C. Exercise

Traduisez ces phrases en français. Identifiez la nature et la fonction des mots soulignés.

1. But for my own delight, I have preferred **to walk** along Dundas Street and enter a dilapidated store near University Avenue.

2. Many of the temples visited have queer faces **hanging** on walls or corners.

3. Great credit should be given to those in charge of **guarding** airports, **handling** parades, **arranging** banquets and **making** explanations to countless hundreds.

4. **To give** the matter a moment's thought, he hesitated before **answering.**

5. Well, on the knoll, and **enclosing** the spring, they had clapped a stout log-house, fit **to hold** two score of people at a pinch, and loopholed for musketry on every side.

Traduisez ces phrases en anglais. Identifiez la nature et la fonction des mots soulignés.

1. Les animaux **paissant** et **broutant** dans la forêt ont souvent une influence marquante sur son avenir en écrasant et en mangeant les jeunes pousses.

2. Afin de **rendre** la télévision plus attirante, les manufacturiers ont pour quelques années concentré leurs efforts à **fabriquer** des appareils plus grands.

3. Fatigués de se **brûler** la figure et de se **geler** les talons, nos grands-parents ont mis de côté les âtres ouverts et ont adopté des poêles à chauffage auto-alimentés.

4. En **arrivant** au bureau, j'ai trouvé la salle d'attente remplie de gens qui attendaient pour me **voir**.

5. Pour **fabriquer** une livre de cire, les abeilles doivent utiliser de sept à quinze livres de miel, le **mangeant**, le **digérant** et l'**expulsant** de leurs corps sous forme d'écailles de cire.

For Your Information

Background Notes : Grammar-Translation Method

- *As modern languages began to enter the curriculum of European schools in the 18th century, they were taught by the same basic procedures that were used to teach Latin. Textbooks consisted of statements of abstract grammar rules, lists of vocabulary and sentences for translation. Speaking was not the goal — oral practice was limited to students' reading aloud the sentences they had translated.*
- *Chapters or lessons were constructed around grammar points. Each grammar point was listed, its rules were explained and it was illustrated by sample sentences. The exercises consisted of sentences for translation into and out of the target language.*

Characteristics:

1. *The goal of FL study is to learn a language in order to read its literature or in order to benefit from the mental discipline and intellectual development that result from FL study. G-T approaches language first through the detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and texts into and out of the target language.*
2. *Reading and writing are the major focus; little or no attention is paid to speaking and listening.*
3. *Vocabulary selection is based solely on the reading texts used, and words are taught through bilingual word lists, dictionary study and memorization.*
4. *The sentence is the basic unit of teaching and language practice, and much of the lesson is devoted to translating sentences, as whole texts are thought too difficult.*
5. *Accuracy is emphasized.*
6. *Grammar is taught deductively, through presentation and study of the rules, then practised through translation exercises.*
7. *The student's native language is the medium of instruction.*

Pedagogical Implications:

- *When translation is used to teach meaning, the learner will assume the meaning of the word is the same as the meaning of the equivalent word in the mother tongue, so that the foreign-language form will become associated with the semantic system of the learner's own language. This is dangerous since the lexical representation even of common aspects of our everyday physical world varies from language to language.*
- *Translation is a useful device for providing an immediate interpretation of a new linguistic form. However, since the meaning of an item is the product of relations within the language in which it occurs, translation cannot be said in itself to teach meaning. For example, in the lesson illustrated in Day 1, Activity 4, most of the words in the vocabulary list would have a different meaning in another context.*
- *Doing translation teaches translation skills.*

Discussion questions

1. **What is the overall goal of this method?**

2. **How is grammar taught — inductively or deductively?**

3. **Is error seen as a natural part of language learning and tolerated as such?**

4. **What is the teacher's role in the learning process?**

5. **Does the learner assume an active role in learning?**

Day	1	
Activity	6	***The Direct Method***
Objectives	•	To experience the Direct Method
	•	To analyse this method with respect to the learning process
Time	60 minutes	
Reference	Participants' Workbook, page 26	
Resources	None required	

Procedure

☞ *Act as teacher and the participants as students.*

1 Tell participants you will teach them a short lesson. Then they will be asked to answeer the discussion questions, based on their experience of the lesson.

2 Start the lesson by greeting the students in L2. (Everything in the lesson will be done in L2 and nothing will be translated into L1.)

☞ *The Direct Method makes use essentially of everyday situations for language teaching and learning. Since the participants are teachers, a classroom setting has been selected as the focus of the lesson.*

Lesson
Part 1

- Address students by turns, asking them to identify objects in the classroom.
- Ask students questions about these objects, e.g.,pointing to the blackboard, ask "What is that?". Students must answer with a complete sentence. Correct any errors in structure and/or pronunciation.
- Continue this part of the lesson until approximately one dozen objects have been identified.

Sample objects:

desk
eraser
clock
book
blackboard chalk
paper

waste-paper basket

pencil sharpener

ballpoint pen

textbook

briefcase

Lesson Part 2

- Give students orders for carrying out everyday classroom tasks, e.g., "Stand beside your desk." As the student stands, ask "What are you doing?" The student must respond, "I'm standing beside my desk."

  Then ask the class, "What is he or she doing?". Students respond, either individually or in chorus, "He or she is standing beside his or her desk".

- Continue this part of the lesson with approximately one dozen similar commands. Correct grammar and/or pronunciation where necessary.

Sample commands:

Stand beside your desk.
Go to the board.
Turn on (off) the lights.
Go to the door.
Open the door.
Work in your textbook.
Open your book.
Write your name.
Raise your hand.
Erase the board.
Write on the board.
Give me your pencil.

Lesson Part 3

- Introduce the reading text, saying that students will now read a story which takes place in a classroom.
- Vocabulary is introduced through demonstration (mime), explanation and illustration. Pictures are used to illustrate certain words, as examples of the technique.
- Elicit information from the students, asking questions such as, "Do you know what x is, (or means)?"
- L2 must be used at all times — students must also use L2 at all times — and grammar and pronunciation must be corrected as needed.
- Following the presentation of the vocabulary, read the story aloud all the way through. Then refer students to the written text (Workbook, page 27) and read the story aloud again, one sentence at a time, the class repeating it in unison after you.

- Call upon individual students to read one paragraph each. The story is read through twice in this fashion.
- Then ask comprehension questions:

  Where does the story take place?

  What were the students doing when the incident began?

  What was the lecturer doing when the incident began?

  What did the gunman do?

  What was the purpose of the experiment?

  What did the experiment demonstrate?

  What is a good title for this story?

  Summarize the story in your own words.

- Students are expected to answer in complete sentences. Correct grammar and pronunciation as needed.

3 Ask participants to read the background notes on the *Direct Method* and to answer the discussion questions in groups of two or three.

4 Discuss findings with the group. Most answers will fall in the NO column. Refer to background notes and determine with participants what learning did take place with this method and to what degree this learning would be effective in promoting language use in real-life situations.

5 Establish link between this activity and Activity 4 with particular regard to:

- role of the learner
- role of the teacher
- objective of language learning: communicative competence

Reading

A psychologist who was interested in people's memory of events arranged for the following event to take place.

One afternoon, the psychologist had just finished lecturing in one of the lecture halls of the university. The students were poring over a paper that they were to hand in at the end of the class. Suddenly, the door burst open and a man rushed in, confronted the professor, pulled out a gun and threatened to shoot him.

A struggle ensued and the gunman was subdued by university security officers. He was forced to leave and order was restored.

At the end of the class, the lecturer asked the students to write an account of what had happened. He noticed that the descriptions were widely divergent.

Many similar experiments have been performed. In general, it has been found that people's accounts of events vary tremendously after even a brief time span.

For Your Information

Background Notes : Direct Method

The Direct Method traces its roots to 19th century reformers who attempted to build a method around observations of child language learning. This Natural Method *was introduced in Boston in the late 1860s. It was believed that a FL could be taught without translation or the use of the learner's native tongue if meaning were conveyed directly through demonstration and action. If teachers encouraged direct and spontaneous use of the FL in class, learners would then be able to induce the rules of grammar. In speaking systematic attention was given to pronunciation. Known words were used to teach vocabulary, using mime, demonstration and pictures.*

***Procedures**:*

1. *Classroom instruction is conducted exclusively in the target language.*
2. *Only everyday vocabulary and sentences are taught.*
3. *Oral communication skills are built up in a carefully graded progression organized around question-and-answer exchanges between teachers and students in small, intensive classes.*
4. *Grammar is taught inductively.*
5. *New teaching points are introduced orally.*
6. *Concrete vocabulary is taught through demonstration, objects and pictures; abstract vocabulary is taught by association of ideas.*
7. *Both speech and listening comprehension are taught.*
8. *Correct pronunciation and grammar are emphasized.*

Principles

Never translate: demonstrate.

Never explain: act.

Never make a speech: ask questions.

Never imitate mistakes: correct.

Never speak with single words: use sentences.

Never speak too much: make students speak more.

Never use the book: use your lesson plan.

Never jump around: follow your plan.

Never go too fast: keep the pace of the student.

Never speak too slowly: speak normally.

Never speak too quickly: speak naturally.

Never speak too loudly: speak naturally.

Never be impatient: take it easy.

Discussion questions

1. What is the overall goal of this method?

2. How is grammar taught —inductively or deductively?

3. Is error seen as a natural part of language learning and tolerated as such?

4. What is the teacher's role in the learning process?

5. Does the learner assume an active role in learning?

Appendix

Illustration de chaque temps de la démarche d'apprentissage

Noiseux, Gilles. 1981. Modèle et comportements de résolution de problème selon le traitement de l'information. Concepts pratiques dans l'intervention psychologique.

Nicole Tardif, D.G.R. 1982

Illustration de chaque temps de la démarche d'apprentissage

1- Avant

Préparation à l'expérience
Sensation et perception

C'est la grande porte d'entrée de l'information.

Ici, l'intervenant doit se préoccuper particulièrement de découper ses consignes, bride par bride, de donner un support concret aux visuels et somme toute, de bien respecter les styles d'apprentissage.

Sur le plan pédagogique
L'apprentissage et le développement ont lieu suite à l'information qui a été véhiculée au cerveau. Pour se rendre au cerveau l'information-stimulus doit d'abord être sentie, puis perçue, sans cela rien ne va se passer.

Cette loi, si naturelle du fonctionnement du cerveau, doit être respectée en psychopédagogie, autrement pas d'apprentissage, ni développement possible.

Remarque et commentaire
Être présent physiquement ne suffit pas à la sensation et à la perception, encore faut-il être présent affectivement et cognitivement.

Attention et concentration

L'attention n'est en réalité qu'une disposition perceptive à analyser l'information qui nous intéresse et à écarter toutes les autres. Elle s'applique à rechercher ou à comprendre un signal, un événement ou une information intéressante ; elle est donc à ce niveau sélective et dépend de critères, d'intérêts et d'opinions individuels.

L'attention va donc faciliter et accentuer la perception, l'inverse est vrai aussi, le manque d'attention rend impossible la perception.

La concentration pour sa part vient, en éliminant les informations parasites, supporter l'attention qui peut alors se localiser exclusivement sur les objets intentionnellement désignés.

Sur le plan pédagogique
L'attention naitra chez les élèves non pas en stimulant davantage, mais plutôt en stimulant autrement ; l'attention générale d'éveil sensoriel est facilitée par les intonations de voix, la mimique, les gestes, les mouvements corporels du maitre, ou bien tout cela à la fois.

Quand l'éveil sensoriel est acquis il s'agira de dire : « Écoutez ce que j'ai à vous dire, regardez ce que j'ai à vous montrer avec l'intention de vous le redire ou de le revoir dans votre tête. »

Motivation

La motivation (motif à action) déclenche et potentialise le comportement et constitue cet ensemble de désirs, de finalités, d'intérêts, d'opinions de croyances et d'attitudes qui est toujours sous-jacent à tout comportement humain.

La motivation naît d'elle-même lorsque la situation présentée

- *est susceptible de correspondre à un besoin ressenti ou à un besoin non encore explicité mais que l'élève accepte comme pouvant se concrétiser à un moment donné de son développement*
- *sécurise l'élève en lui annonçant ce qui est attendu de lui*
- *indique les ressources disponibles pour faciliter son agir*
- *précise comment obtenir l'aide dont il pourrait avoir besoin*
- *détermine le comportement anticipé dont il devra faire la preuve*
- *comporte une signification potentielle, c'est-à-dire que l'élève peut anticiper tirer profit et avantage de cette expérience, ce qui donne à l'expérience une tonalité affective qui le soutiendra en terme de persistance même si ses différents essais de solution s'avéraient inexacts dans ses premières démarches de résolution*
- *mise sur la confiance de l'élève en regard de la crédibilité qu'il reconnaît à l'intervenant.*

Sur le plan pédagogique

La motivation est primordiale dans l'activité psycho-pédagogique mais elle ne s'installe pas par le biais de consignes directes. La motivation naît plutôt lorsque la situation éducative rejoint l'élève.

Remarque et commentaire

Combien de fois les comportements anticipés d'apprentissage apparaissent seulement par la suite de conditionnements et de répétitions tout simplement parce qu'il n'y a jamais eu de motivation et d'implication de la part de l'élève.

Que de temps perdu à répéter les mêmes choses insignifiantes pour les élèves et que de frustrations à faire des choses qu'on leur impose sans qu'ils aient eu l'occasion de se les approprier.

Pourquoi attendre que les élèves demandent : « Pourquoi on fait cela ? » pour prendre conscience qu'il y a totalement absence de motivation ?

Implication

L'implication, c'est aussi l'investissement affectif et cognitif de soi dans un agir. C'est aussi en quelque sorte un processus de responsabilisation, de prise en charge quand l'élève prend conscience que cette activité lui appartient et qu'il pourra se révéler à lui-même.

Rappel et précision du contexte

Pour mieux s'engager sécuritairement dans un agir l'élève a souvent besoin de se faire rappeler ce qu'il sait, ce qu'il sait faire et ce qu'il sait être. Son point de départ est donc ses acquis antérieurs.

Quant à la précision du contexte, il a trait au cadre, au temps, aux actions et comportements susceptibles d'émerger. Cette espèce d'expectative sans laisser voir un cadre de trop grande facilité annonce donc l'ensemble de la démarche.

Principe pédagogique

La motivation déclenche et potentialise les structures sous-jacentes à tout apprentissage.

2 - Pendant

Vécu et expérience
Interprétation

Les divers signaux-stimuli se changent en signaux neurologiques et sont pris en charge par le cortex et le néo-cortex. Ceci veut dire que le cerveau par ses détecteurs et comparateurs essaie de reconnaître l'intrant.

Intégration

Processus par lequel se constitue une représentation mentale interne de ce signal. L'imagerie mentale est l'ensemble des images, l'ensemble des représentations ou encore des évocations figurales et symboliques d'objets, de situations et d'événements. Les images constituent une imitation active et intériorisée de la réalité. Dans ce sens, l'image n'est pas un décalque, une réplique, une photographie de la réalité mais plutôt la résultante de processus dynamiques de représentation mentale qui modifient l'information perceptive initiale dans le sens d'une schématisation et d'une abstraction de ses traits principaux.

On reconnaît aujourd'hui l'existence de deux modes de représentation symbolique. Le premier est lié à l'expérience concrète de l'environnement, le second à celle du langage. Quand, dans une situation un objet ou une partie de l'événement suscite l'évocation d'une représentation mentale figurative alors on peut parler d'image mentale visuelle ; lorsque, par ailleurs, le même objet ou événement suscite l'évocation d'une étiquette verbale, à cause même de sa nature auditovo-motrice, on parlera alors de *représentation mentale verbale. À d'autres occasions, ces deux modes de représentation symbolique seront mis à profit de façon complémentaire soit en séquence, soit en concomitance. L'un et l'autre de ces modes de représentation symbolique ont une fonction de médiation dans les différentes activités psychologiques. Aussi peut-on dire qu'à cause de leurs fonctions référentielles et élaboratives les images mentales sont le matériau de la pensée et sont en soi des événements d'une importance capitale dans la vie psychologique de l'individu.*

Quant à la visualisation c'est le processus conscient et voulu d'utiliser certaines images mentales.

Sur le plan pédagogique

De la Garanderie en exploitant le modèle du double-codage symbolique, s'est rendu compte dans ses recherches que si certains se redisaient bien ce qu'ils avaient entendu ils ne parvenaient pas à revoir. L'inverse est vrai ; ceux qui parvenaient à revoir mentalement ce qu'ils avaient vu n'arrivaient pas à se redire ce qu'ils avaient entendu. Quand les premiers avaient à retenir un message transmis visiblement ils devaient se le commenter verbalement. Pour les seconds, s'ils voulaient conserver ce qui leur était communiqué verbalement ils étaient obligés de le transformer en images visuelles.

*De la Garanderie affirme même que l'élève qui ne se donne pas mentalement les images visuelles des objets qu'il perçoit visuellement éprouvera probablement de la difficulté pour toutes les disciplines scolaires qui font appel à l'espace : mathématique, géographie. Celui qui ne se donne pas mentalement des images verbales de ce qui lui est transmis oralement risque d'avoir de la difficulté dans les disciplines qui font appel au temps : mémoire, histoire, français, littérature. D'autres élèves utilisent indistinctement les deux types d'image et sont excellents dans toutes les disciplines. Sur un plan très concret les consignes pédagogiques devraient en maintes circonstances mobiliser et/ou activer l'utilisation de ces deux types d'image mentale. « **Re-dire**... et **re-voir**... dans sa tête... »*

Remarque et commentaire

Il est possible par un entraînement psycho-pédagogique approprié d'amener l'élève de prédominance « visuelle » à développer les images verbales et l'élève « verbal » à conquérir les images visuelles. Cette recommandation tient au fait que les apprentissages scolaires, de fait, nécessitent les deux types d'images.

Assimilation et association

La mémoire et la conception qu'on se fait de soi (schéma corporel) s'associent pour étiqueter, transformer et redéfinir ce signal. Les contrôles affectifs et cognitifs sont mis à l'épreuve pour savoir quoi faire dans les circonstances.

Réflexion et délibération

Il s'agit d'un processus supérieur intégrateur et unificateur de toutes les informations émanant des aires associatives du cortex (mémoire, perception, schéma corporel, *sensation, émotions). La vie psychique d'un individu se manifeste dans des comportements verbaux et non-verbaux qu'on peut observer, mesurer ou quantifier. Ces réactions, plus ou moins spécifiées, et leurs résultats (paroles, écriture, gestes, mimique) émergent d'une activité cérébrale intense vue de l'extérieur puisque l'activité intérieure de ce qu'accomplit le cerveau sur les données informatives n'est jamais directement accessible. D'un point de vue cognitiviste, un comportement, c'est la projection dans l'environnement social de la dynamique mentale de la pensée et des processus qu'elle utilise dans certaines activités et certaines opérations intellectuelles. Penser, d'un point de vue psychique, c'est associer, c'est exercer l'activité consciente de notre esprit, c'est appliquer l'activité de sa conscience aux éléments fournis par la connaissance ou apportés comme donnés sensitivo-sensorielles à notre cerveau.*

La pensée est un acte cognitif complexe qui requiert la réflexion, c'est-à-dire la considération, l'examen de certains éléments. Lorsque la pensée s'applique plus particulièrement à l'élaboration d'une réponse mais en tenant compte de façon stratégique de certaines considérations plus ou moins positives et importantes de diverses variables en cause dans le processus, l'on peut plus spécifiquement parler de délibération.

Entre le moment de l'énoncé d'un problème ou la prise de conscience d'une difficulté et le moment où il fournit la réponse, l'être humain mobilise son esprit par la pensée. Alors il s'engage selon le cas dans une réflexion ou dans une délibération.

La pensée utilise une foule d'activités intellectuelles (concept, induction, inférence, abstraction, résolution de problème, évaluation, etc.) et s'appuie sur des connaissances et informations consignées dans la mémoire.

La pensée parce qu'elle requiert l'abstraction et la conceptualisation est donc à juste titre considérée comme un processus mental supérieur, de fait, le plus élevé que l'être humain utilise pour s'affranchir de sa servitude à son environnement.

Sur le plan pédagogique

On dit du langage oral ou écrit qu'il est une fenêtre sur la pensée. De fait, langage et pensée sont inséparables. En effet, le langage synthétise la pensée, la symbolise dans des termes qui la traduisent avec une infinité de nuances en regard des processus réflexifs les plus élevés comme des émotions qui la justifient. Toute la personnalité s'anime pour accompagner le langage : expressions du visage, gestes des mains, intonations de la voix. Le langage, comme expression et projection de la pensée, ravive des souvenirs, évoque des sentiments et des émotions, justifie des conduites, bref le langage fait de nous des êtres sociaux en interaction.

Est-il nécessaire de demander aux élèves de penser ?

La pensée n'est-elle pas une faculté spontanément utilisée à chaque moment de notre quotidien ?

Alors, si cela est, existe-t-il des consignes pédagogiques appropriées pour mobiliser la pensée ?

Se rappelant que la pensée s'exerce par association avec ce qui est acquis comme habiletés intellectuelles et comme connaissances et informations dans la mémoire, la pensée sera d'autant plus articulée, cohérente et juste, qu'elle pourra compter sur le réservoir de possibles.

Ce qui peut cependant être activé c'est la réflexion, c'est-à-dire le rapport en objet virtuel de toute chose réelle et le support pédagogique pour ce faire demeure « le redire et le revoir dans sa tête... »

Quant aux consignes relatives à la délibération, puisque celle-ci fait spécifiquement appel à tout un ensemble d'opérations mentales séquentielles toujours influencées par l'affectif et le cognitif des structures de contrôle, elle peut être facilitée chez les élèves par un support méthodologique approprié par exemple :

« Prenons le temps d'observer...

Analysons...

Regardons bien ce qui se passe...

À quoi peut-on associer...

Comment peut-on s'y prendre...

Comment ce qu'il faut faire nous rejoint...

Peut-on s'y prendre autrement...

Est-ce une réponse convenable...

etc... »

En somme ces différentes consignes peuvent être considérées comme des événements externes mobilisant ou encore activant les processus internes des structures responsables de la pensée. L'évocation, la projection et l'application sont des mécanismes fondamentaux de la pensée qu'il faut supporter par nos consignes pédagogiques.

Remarques et commentaires
La pensée est un processus naturel et spontané ; ce qu'il importe, c'est de ne pas l'inhiber par des contraintes ou des exigences qui, interprétées par la structure affective ou encore cognitive, deviendraient autant d'empêchements à son fonctionnement.

La pensée vit d'elle-même et se nourrit d'elle-même à moins de blocages affectifs et cognitifs venant des structures de contrôle.

Remarque
C'est par besoin didactique que le « pendant » a été fragmenté en séquence car on ne peut rendre justice au complexe dynamique cérébral par la seule observation successive de chacun de ces processus mentaux. De fait, il y a entre eux complémentarité et juxtaposition de sorte qu'on pourrait envisager une sorte de supra-processus intégratif, rôle que joue effectivement la conscience.

Principe pédagogique

L'apprentissage est un processus actif.

3 - Après

Signification de l'expérience et généralisation des apprentissages

Rétroaction

Lorsque la réponse parvient à l'environnement il est indispensable que celui-ci réagisse pour permettre à l'élève de se resituer en rapport avec les conditions externes. Que la rétroaction soit positive ou négative, elle informe l'élève sur les moyens qu'il a à sa disposition pour rétablir son équilibre psychique ou l'harmonie avec l'environnement.

La rétroaction représente la réponse, l'appréciation évaluative de l'environnement à la performance manifestée par l'élève qui apprend. Ce dernier, après avoir procédé à certaines transformations et opérations, offre ses résultats à l'environnement.

Sur le plan pédagogique

L'approbation et l'appréciation n'ont pas toujours besoin d'être verbales. Certains gestes, certaines mimiques, un sourire parfois, même un clin d'oeil sont suffisants pour permettre à l'élève de se resituer pour rétablir son équilibre psychique ou retrouver l'harmonie avec son environnement.

Toute manifestation d'encouragement, de support sera nécessairement bénéfique à l'élève. Pourquoi priver l'élève de cette denrée absolument essentielle à son développement.

Signification

Cette rétroaction est introjectée dans les récepteurs et l'élève doit dégager la signification qu'a pour lui cet événement. C'est alors que l'élève dégage le bien-fondé de son investissement affectif et cognitif. Dans l'immédiat, il prend conscience de ce qu'il vient d'accomplir, il s'est révélé à lui-même, que fait-il alors avec tout cela ?

Régulation

La régulation a pour objet de régulariser ce qui est significatif pour l'élève. Par processus d'accommodation ou d'assimilation (terme de Piaget), l'élève s'engage à déterminer comment ses intentions qui l'ont amené à s'investir dans l'expérience, lui dénotent maintenant une direction et lui permettent de dégager les utilités pour lui-même. La régulation est un procédé complexe qui a comme finalité d'aider l'individu à intégrer à sa personne les résultats de l'expérience de son vécu.

La régulation se matérialise selon deux options possibles : l'assimilation ou l'expérience concrète qui s'en dégage, ou bien il s'y accommode. Piaget définit l'assimilation *comme la transformation du milieu (de l'objet) par l'individu et l'accommodation par la transformation de l'individu par le milieu (l'objet).*

Le choix de l'individu dans sa recherche d'équilibration, au moment de la régulation de son expérience, demeure tout à fait libre, à un point tel qu'il peut même se refuser de tenir compte de la rétroaction de se renfermer dans un mutisme de désistement, ce qu'on appelle aussi lâcheur (drop-out).

Quand il s'engage résolument dans la régulation de son expérience, qu'il procède par accommodation ou assimilation, l'individu utilise sa faculté de symbolisation. Ici, symboliser, c'est faire sien, c'est traduire en symboles de référence ce qu'il dégage en signification du vécu qu'il va maintenant exploiter au maximum.

Symbolisation

1. *L'apprentissage (SAVOIR)*
2. *Le développement structural (SAVOIR-FAIRE-COGNITIF)*
3. *La croissance (SAVOIR-ÊTRE-AFFECTIF)*

1. L'apprentissage (SAVOIR)

Chaque apprentissage est incorporé au système de mémoire et agrandit le répertoire de connaissances et d'informations, d'habiletés psychomotrices et d'opérations intellectuelles que l'individu a apprises. Ce SAVOIR servira de base, comme souvenirs, lorsque dans des situations ultérieures le sujet devra structurer sa conduite dans certaines situations ou en regard de certains événements.

Si j'apprends en faisant, c'est cependant en symbolisant le résultat de mon expérience que j'agrandis mon répertoire de référence. En d'autres termes, si l'individu ne s'attarde pas à symboliser ce qu'il vient d'accomplir ou ce qu'il en dégage comme référent à son vécu, il ne peut y avoir d'apprentissage.

La connaissance ne constitue jamais une réplique, une copie du réel. Elle est indissociable d'une interaction sujet et environnement et résulte toujours d'une action du sujet sur les choses. À cet égard, les éléments notionnels véhiculés par les programmes ne deviennent connaissances qu'au moment où l'élève a procédé à quelques opérations d'assimilation, de transformation, de structuration par l'utilisation de ses facultés de symbolisation.

Toute connaissance implique donc son incorporation à des schèmes d'action car l'objet n'a de réelle signification pour l'élève que dans la mesure où il peut exercer sur lui quelque activité ou opération.

Sur le plan pédagogique
Puisque le langage était la pensée, amener les élèves à verbaliser ce qu'ils viennent de faire, ce qui a été significatif pour eux, ce qu'ils dégagent et surtout ce qu'ils peuvent en retenir.

En dépit de leur difficulté à le faire aisément, favoriser l'expression dans des mots (concepts) le plus exacts possible de la généralisation qu'ils peuvent faire de ce qu'ils viennent d'acquérir.

Puisque l'apprentissage se déverse dans la mémoire, associer par anticipation ce à quoi pourra servir ce qui vient d'être acquis.

Commentaire et réflexion
Combien d'éléments notionnels des programmes deviendront jamais des connaissances ?

2. Le développement structural (SAVOIR-FAIRE-COGNITIF)

Le développement structural a trait, à l'étendue, à l'expansion et au rayonnement du répertoire des stratégies cognitives et plans d'action ainsi que des styles cognitifs dont l'individu se sert et exploite aux fins de s'adapter.

Au plan de l'apprentissage, puisque cela aussi est appris, il s'agit donc d'une forme d'instrumentation au service de la personnalité pour exercer un contrôle d'exécution adéquat sur ce qui se passe dans les composantes de son système de traitement de l'information.

Sur le plan pédagogique

- *C'est en exprimant, en verbalisant sa manière de fonctionner que l'élève est en mesure, soit de défaire le plan d'action qu'il a suivi préalablement, soit de consolider, en regard du contexte particulier où l'activité s'est déroulée, les stratégies ou styles qu'il a effectivement utilisés.*
- *L'expression du « comment » et du « pourquoi » vise donc à installer dans le champ de conscience une visualisation claire et limpide des procédés qui ont nui ou servi dans la résolution de problème ou dans l'acte d'apprentissage.*

3. La croissance (SAVOIR-ÊTRE-AFFECTIF)

Chaque résolution peut être l'occasion d'un gain sur le plan affectif de sa personnalité. La confiance en soi, l'estime de soi, l'identité personnelle, la clarification des besoins comme celle des valeurs, l'affirmation de soi dans ses opinions et croyances, voilà autant d'éléments personnels recevant l'impact de la symbolisation. Chaque vécu peut donc, s'il est adéquatement symbolisé, être l'occasion de clarifier ses valeurs, d'identifier ses besoins (ceux satisfaits comme ceux à satisfaire, ce qui accentue la motivation potentielle), de consolider ses opinions et ses croyances, de se sécuriser sur le plan de l'utilisation de son affectivité, de prendre conscience du rôle moteur de sa motivation, de confiance en soi, d'actualisation de soi, etc.

Sur le plan pédagogique
S'il est passablement facile de verbaliser le SAVOIR et plus difficile de distinguer le SAVOIR-FAIRE, il est certes beaucoup plus difficile d'exprimer son SAVOIR-ÊTRE.

Il faut en effet convenir que cela prend une bonne dose de sécurité affective pour exprimer, face au groupe, ce dont je prends conscience de la dynamique de mon moi ou comment je suis engagé dans la réalisation de mon moi. Si dans un contexte d'échange, on se donne le mandat de ne pas évaluer et d'accueillir ce qui va être dit avec beaucoup de chaleur, tout le climat de réceptivité se trouvant modifié, c'est avec enthousiasme, assurance, quiétude et sérénité que cela pourra s'accomplir.

Sur le plan pédagogique d'ensemble
C'est grâce à la symbolisation que l'individu agrandira son réservoir d'apprentissages et élargira son répertoire d'adaptation en les meublant de référents symboliques, c'est par le support du langage et de la verbalisation qu'il pourra accentuer l'installation et la fixation de ces mêmes référents.

Principe pédagogique

La régulation de l'expérience est alimentée par la rétroaction. Cette dernière, si elle est souvent verbale, peut être aussi comportementale de la part du maître ou de la part de l'environnement écologique (c'est-à-dire la classe et le groupe d'élèves).

Notion de la démarche d'apprentissage

Regardons l'apprentissage d'un point de vue expérientiel, c'est-à-dire du point de vue de l'expérience ou vécu subjectif de l'étudiant qui apprend. En dehors de l'école, l'élève a déjà fait et fait une quantité innombrable d'apprentissages, selon un processus naturel et spontané. Cette démarche est constituée d'étapes précises, observables se déroulant d'une façon ordonnée et prévisible, chacune des étapes étant nécessaire à l'obtention du résultat et l'ordre des étapes n'étant pas interchangeable. Si le processus est bloqué ou interrompu, si une étape n'est pas complétée ou omise, il n'y aura pas d'apprentissage réel, intégré au vécu.

Une approche pédagogique sans conception de l'élève et de l'environnement ne peut guider adéquatement l'enseignant. Dans la mesure où celui-ci connaît avec précision le processus par lequel son objectif peut être atteint, chacune de ses interventions et de ses techniques ont une efficacité réelle. En effet, le fait de connaître avec précision chaque étape de la démarche d'apprentissage lui permet d'utiliser l'intervention appropriée à cette étape et la réaction de l'élève lui permet d'évaluer immédiatement l'efficacité de son intervention pédagogique.

Ignorer la démarche d'apprentissage, c'est se contraindre à utiliser des méthodes et des techniques d'une façon aveugle dont l'efficacité n'est pas immédiatement mesurable. À partir du moment où l'on se centre sur la démarche d'apprentissage, chaque intervention devient efficace et adaptée à la poursuite de l'objectif.

Inhibition et facilitation de la démarche d'apprentissage

Illustration

1 - Avant : préparation à l'expérience

Un élève reçoit un nouvel appareil. Il ne sait pas comment le faire fonctionner. Ce problème apparaît dans le champ de sa conscience. Il l'éprouve comme un déséquilibre, une inquiétude, un inconfort.

Inhibition de la démarche d'apprentissage
Il choisit de rejeter cet inconfort en se disant incapable, en refusant l'appareil ou en passant tout de suite à l'action sans savoir comment faire. La démarche est arrêtée.

Il se préoccupe de ce que les autres vont dire, rejette sa responsabilité en demandant à quelqu'un de la faire à sa place ou nie son désir de vouloir le faire fonctionner. (non-motivation)

Facilitation de la démarche d'apprentissage
Il choisit d'être réceptif, il centre son attention et formule clairement la question sur laquelle son exploration va porter. Il passe à l'étape suivante.

Il consent à ressentir pleinement sa frustration et est réceptif à cette nouvelle expérience. Il débouche automatiquement sur l'exploration créatrice. Cet appareil devient sa préoccupation la plus importante du moment. Il a hâte de le faire fonctionner mais il n'a pas encore tout ce qu'il faut. Il décide de poursuivre. (motivation)

2 - Pendant : vécu et expérience

Il explore activement les éléments de l'appareil, examine, compare, fait des liens avec ce qu'il sait déjà, demande une information, fait un essai, invente un moyen, etc. Bref, il utilise ses ressources personnelles et celles de son environnement.

Inhibition de la démarche d'apprentissage
Il perpétue l'étape précédente en restant sur son insatisfaction. Il évite d'explorer en imitant un autre, en copiant. Il donne prématurément une signification. Il modifie le jeu.

Il force la découverte en passant trop vite à l'action. Il repousse la découverte en ne faisant pas confiance à son organisme.

Facilitation de la démarche d'apprentissage
Il accepte l'état de confusion créatrice propre à toute situation d'apprentissage. Il cherche activement en étant curieux, disponible et créateur.

Soudain les éléments de l'appareil forment un tout et prennent une signification. Tout devient claire, il sait comment faire. Il fait sienne sa découverte et consent à l'émotion qui l'accompagne. Il communique sa découverte et son émotion aux personnes qui sont importantes pour lui, l'assumant ainsi davantage.

3 - Après : signification de l'expérience

Ce nouvel appareil fait partie de son expérience. Il peut l'utiliser à son gré.

Inhibition de la démarche d'apprentissage
Il évite de changer et d'être différent en ruminant ses peurs ou en agissant de façon stéréotypée. Il agit de façon partielle pour éviter les risques. Il évite d'assumer la responsabilité d'agir en demandant de l'aide. Il persévère dans cette activité pour éviter l'inconnu.

Facilitation de la démarche d'apprentissage
Il se laisse posséder complètement par cette expérience en ressentant les effets de l'action. Il demeure en mouvement dans l'action et l'expression. Il agit cette expérience dans une activité réelle et avec l'intensité réelle. Il est maintenant prêt à faire un nouvel apprentissage.

SOME TESL METHODS

DAY 2

Objectives of Day 2

- ***To become familiar with the characteristics of T.E.S.L. methods***
- ***To understand how these methods relate to the learning process***

At the end of the session, the participants will be able to:

- understand the main features of the audiolingual method and the communicative approach to second language teaching
- appreciate the similiarities and differences among various methods of teaching second languages
- understand how various methods relate to the learning process

Table of Activities: Day 2

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The Audiolingual Method 72

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The Communicative Approach 82

**Activity 3*
Comparison of Various Methods 101

* Indicate an alternative procedure

Day	2	
Activity	1	***The Audiolingual Method***
Objective	To experience the audio-lingual method and to analyse this method with respect to the learning process	
Time	90 minutes	
References	Participants' Workbook, page 34	
Resources	Tape	

Procedure

☞ *Act as teacher and the participants as students.*

Part 1

1 Tell participants that you will now teach them a short lesson according to the audio-lingual method. Participants will then be required to answer discussion questions, based on their experience of the lesson.

2 First play the dialogue through once as the participants listen. (See transcript, page 76). Prepare this short tape beforehand.

3 Then play the dialogue again, one sentence at a time; have participants repeat it in chorus. This procedure may be repeated once more.

4 Play the dialogue once again, calling on individual students to repeat each sentence.

5 Correct any error in pronunciation, stress, rhythm or intonation.

6 Then play one exchange of the dialogue and ask individual students to produce the response, then play this response to confirm the student's answer. Alternatively, participants must provide the question exchanges in the dialogue.

7 Now lead the whole class in chorus as they produce the dialogue without listening to the tape. The group may be divided into two, with one half providing the questions and the other half the responses. At the end of one speak-through, reverse the roles.

8 Finally, call on a few pairs of participants to speak the dialogue for the group.

9 After the dialogue is memorized, do Exercise A, (page 76) orally with the participants. Participants may be asked to respond in chorus or individually. No written text is given to the participants.

10 Give the verb cue and name a participant, before asking the question. The participant must respond with a full sentence, using the verb cue.

Example

WL: *Studying, André. What were you doing at the library yesterday?*

André: *I was studying with my brother.*

11 Next do Exercise B (page 76) with the participants. This time a location in the question is cued, as well as a verb and a person in the answer.
Two participants are called upon to produce the question and the reply.

12 Give the cue and name a participant, who must produce the correct utterance.

13 Correct any error in form, pronunciation, etc.

Example

WL: *Living room, Paul*

Paul: *What were you doing in the living room yesterday?*

WL: *Watching TV, my friend, Janet*

Janet: *I was watching TV with my friend.*

14 Do Exercise C (page 77) with participants, using same technique as Exercise B.

15 Do Exercise D with participants in the same manner as Exercises B and C.

☞ *All these exercises are done orally and no text is given to the participants.*

16 Tell participants that the structure being practised here is the past progressive form of the verb, used to describe an on-going action in the past.

17 Write the sample sentence on the board: *I was shopping with my brother.*

18 Ask participants if they can identify the structure of the sentence. Write the appropriate part of speech under the words on the board.

Example

I	was	shopping	with my brother.
subject	BE (past)	verb-ING	object phrase

- Write a few more examples and identify the parts of speech.

Paul	was	dancing	with Mary.
subject	BE (past)	verb-ING	object phrase
The mechanics	were	working	at the garage.
subject	BE (past)	verb-ING	object phrase

19 Refer participant to Exercise E (Participants' Workbook, page 35; Workshop Leader's Manual, page 78).

20 Have participants do the exercise individually.

21 Check the work as soon as participants have completed it, making any corrections immediately.

22 Then tell participants that questions about on-going actions in the past are formed by inverting the subject and the verb TO BE. Write an example on the board, underlining and identifying the parts of speech.

Were	you	shopping	for clothes?
BE (past)	subject	verb-ING	object phrase

23 Ask participants to re-write the sentences in Exercise F (Participants' Workbook, page 36; Workshop Leader's Manual, page 78) in question form.

Part 2

Refer to For Your Information *(page 79) to prepare for this activity.*

1 Ask participants to read the background notes on the audiolingual method and to answer the discussion questions in groupes of two or three.

2 Discuss findings with the group. Refer to *For your Information* and determine with participants what learning did take place with this method and to what degree this learning would be effective in promoting language use in real-life situations.

3 Establish link between this activity and the characteristics of the learning process (ref. Day 1, Activity 3), with particular regard to:

- role of the learner
- role of the teacher
- objective of language learning: communicative competence
- attention paid to the three phases of the learning process

Dialogue

F. - *What were you doing at the mall yesterday?*
M. - *I was shopping with my brother.*
F. - *Were you shopping for clothes?*
M. - *No. We were looking for a baseball mitt.*
F. - *Where were you looking?*
M. - *At Blacks' Sporting Goods.*

Exercise A

Example

studying, André	Q.	*What were you doing at the library yesterday?*
	A.	*I was studying with my brother.*
eating, X	Q.	*What were you doing in the kitchen yesterday?*
	A.	*I was eating with my brother.*
walking, X	Q.	*What were you doing in the park yesterday?*
	A.	*I was walking with my brother.*
working, X	Q.	*What were you doing in the garage yesterday?*
	A.	*I was working with my brother.*

Exercise B

Example

living room, Paul	Q.	(Paul) *What were you doing in the living room yesterday?*
watching TV, my friend, Janet	A.	(Janet) *I was watching TV with my friend.*
supermarket, X	Q.	(X) *What were you doing in the supermarket yesterday?*
buying fruit, my mother, Y	A.	(Y) *I was buying fruit with my mother.*
post office, X	Q.	(X) *What were you doing in the post office yesterday?*
mailing a letter, my sister, Y	A.	(Y) *I was mailing a letter with my sister.*
bank, X	Q.	(X) *What were you doing at the bank yesterday?*
cashing a cheque Paul, Y	A.	(Y) *I was cashing a cheque with Paul.*
gym, X	Q.	(X) *What were you doing in the gym yesterday?*
playing volleyball, Anne, Y	A.	(Y) *I was playing volleyball with Anne.*

Exercise C

Example

books, Mike	Q.	(Mike) *Were you shopping for books?*
pens, Alice	A.	(Alice) *No. We were looking for pens.*
food, X	Q.	(X) *Were you shopping for food?*
ginger ale, Y	A.	(Y) *No. We were looking for ginger ale.*
shoes, X	Q.	(X) *Were you shopping for shoes?*
gloves, Y	A.	(Y) *No. We were looking for gloves.*
records, X	Q.	(X) *Were you shopping for records?*
cassettes, Y	A.	(Y) *No. We were looking for cassettes.*
shorts, X	Q.	(X) *Were you shopping for shorts?*
socks, Y	A.	(Y) *No. We were looking for socks.*

Exercise D

Example

playing baseball, Jim	Q.	(Jim) *Where were you playing baseball?*
the park, Julie	A.	(Julie) *At the park.*
eating, X	Q.	(X) *Where were you eating?*
McDonald's, Y	A.	(Y) *At McDonald's.*
sleeping, X	Q.	(X) *Where were you sleeping?*
my cousin's house, Y	A.	(Y)*At my cousin's house.*
reading, X	Q.	(X) *Where were you reading?*
school, Y	A.	(Y) *At school*
swimming, X	Q.	(X) *Where were you swimming?*
the pool, Y	A.	(Y) *At the pool.*

Answer Key
Exercise E

Example

John, sing, Patrick
John was singing with Patrick.

Philip, swim, pool
Philip was swimming at the pool.

1. Sandra, talk, Bob
   Sandra was talking with Bob.
2. The women, work, office
   The women were working in the office.
3. The men, meet, George
   The men were meeting with George.
4. I, travel, Mike
   I was travelling with Mike.
5. Jim, babysit, home
   Jim was babysitting at home.
6. Players, practise, gym
   The players were practising in the gym.

Answer Key
Exercise F

Example

Bob was camping with Donna.
Was Bob camping with Donna?

1. Carl was waiting with Jeremy.
   Was Carl waiting with Jeremy?
2. Andrea was practising at school.
   Was Andrea practising at school?
3. I was biking with Susan.
   Was I biking (Were you biking) with Susan?
4. We were painting with George.
   Were we (Were you) painting with George?
5. They were sailing at Saint-Malo.
   Were they sailing at Saint-Malo?
6. You were fishing at the lake.
   Were you (Was I) fishing at the lake?

Background Notes: The Audiolingual Method

The combination of the linguistic principles of the aural-oral approach and current psychological learning theory (behaviourism) in the mid-50s led to the audio-lingual method.

Language was taught by paying systematic attention to pronunciation and by intensive oral drilling of its basic sentence patterns. Listening was followed by speaking, then reading and finally writing.

Principles:

1. *Foreign language learning is basically a process of mechanical habit formation.Good habits are formed by giving correct responses rather than by making mistakes. By memorizing dialogues and performing pattern drills, the chances of producing mistakes are minimized. Language is a verbal behaviour — that is, the automatic production and comprehension of utterances . and can be learned by inducing students to do likewise.*
2. *Language skills are learned more effectively if the items to be learned in the target language are presented in spoken form before they are seen in written form.*
3. *Explanation of rules is not given until students have practised a pattern in a variety of contexts and are thought to have acquired a perception of the structures involved. Drills can help learners acquire correct perceptions.*
4. *Teaching a language involves teaching aspects of the cultural system of the people who speak the language.*

Teaching/Learning Activities

1. *Dialogues provide context for structures.*
    - *emphasis on repetition and memorization*
    - *emphasis on correct pronunciation, stress, rhythm and intonation*
2. *Drills: after dialogues are memorized, specific grammatical patterns are selected and become the focus of drills and pattern-practice exercises.*

Learner Roles

- *Learners are organisms that can be directed by skilled training techniques to produce correct responses.*
- *Behaviourist teaching focuses on external manifestations of learning rather than on the internal processes.*
- *Learners are not encouraged to initiate interaction, as this could lead to mistakes.*

- *The fact that learners don't understand the meaning of what they are repeating is not seen as a drawback; by imitating and responding to the teacher, they are learning to form new verbal behaviour.*

Teacher Roles

- *The teacher dominates the method.*
- *The teacher serves as model for the target language, controls the direction and pace of learning and monitors and corrects learners' performance.*
- *The teacher has the responsibility to keep learners attentive by varying drills and tasks and choosing relevant situations to practise structures.*

* * *

Discussion questions

1. What is the overall goal of this method?

2. How is grammar taught — inductively or deductively?

3. Is error seen as a natural part of language learning and tolerated as such?

4. What is the teacher's role in the learning process?

5. Does the learner assume an active role in learning?

Day	2	
Activity	2	***The Communicative Approach***
Objective	•	To experience the communicative approach
	•	To analyse this approach with respect to the learning process
Time	60 minutes	
References	Participants' Workbook, page 40	
Resources	None required	

Procedure

☞ *Act as teacher and the participants as students.*

Part 1

1 Tell participants that you will now teach them a short lesson according to the communicative approach. Participants will then be required to answer discussion questions based on their experience of the lesson.

2 Refer to *For Your Information* to prepare for this activity.

☞ *The learning situation is an excerpt from the situation designed for the Program Guide (ESL Second Cycle, Secondary, M.E.Q. 16-3252-01). It has been translated and adapted for use with teachers.*

3 Follow the procedure given in this situation.

Part 2

1 Ask participants to read the background notes and answer the discussion questions.

2 Discuss findings with the group. Refer to the background notes and determine with participants what learning did take place with this approach and to what degree this learning would be effective in promoting language use in real-life situations.

3 Establish link between this activity and the characteristics of the learning process (ref. Day 1, Activity 3), with particular regard to:

- role of the learner
- role of the teacher
- objective of language learning: communicative competence
- attention paid to the three phases of the learning process

Communicative Learning Situation:

It's in the Stars

Introduction

This preliminary activity serves first of all to stimulate students' interest and motivation for the activities to follow. Also, it allows students to contribute prior knowledge to the topic of the learning situation. It is therefore important to allow sufficient time for this activity, without dragging it on needlessly. The object of the activity is not to explain all lexical and notional elements of the situation but rather to acquaint the learner with the topic and to put him or her at ease for further learning.

a) Explain to students that, during the next few days, they will explore different ways of learning more about themselves. At the end of the learning situation, they will be asked to share what they have learned with the class. The activities will also give them a chance for personal insight into their own personality.

b) Ask students if any of them read their horoscope. Regularly? Do they believe in horoscopes?

c) Ask students if they know of other ways of learning more about their personality, of learning more about what the future has in store for them. Are they familiar with palmistry, graphology, tarot, tea-leaf reading, etc.?

d) Tell them that this learning situation will allow them to learn more about numerology and the Chinese horoscope.

e) Tell students that the activities will teach them some tricks of the trade that they may wish to use later on.

Activity 1 — Rate Yourself

This first activity is aimed at acquainting students with some of the vocabulary they will need to complete the rest of the activities. However, instead of being given a list of vocabulary words to study, they will have to determine whether certain character traits apply to them or not. In this way, the *learning* of these lexical items will require personal input from every student.

a) Start by brainstorming with the students, asking them to name character traits. Write these words on the board and make sure students know or can guess at their meaning.

b) Tell students they will have to complete a questionnairer that will allow them to reflect on their own personality.They will need to refer back to this questionnaire in future activities. Tell students that they may be perfectly frank in filling out the questionnaire, as they will not be required to show their answers to other members of the class.

Refer to the *Rate Yourself* sheet (Participants' workbook page 41)

c) Encourage students to use a dictionary.

d) Give individual help to those who need it. Help them use the dictionary correctly.

e) Ask students to save the questionnaire for future reference.

f) (Formative evaluation) Circulate as students work, observing their progress. If too many seem to be having difficulty identifying the meaning of the words, stop the activity and go over the use of the dictionary or write the words on the board and ask individual students to give an example for each character trait. Or, write the words *positive* and *negative* on the board and have students list all the words under one of the two headings. Draw students' attention to cognates.

g) Go over words that seem to cause problems.

h) Tell students that during the course of the learning situation they will have to keep track of their findings. This will allow them to determine if the various methods used for personality analysis will produce results in keeping with their own assessment of their personality.

Activity 2 — Your Number Please

This activity illustrates numerology. Each letter of the alphabet has been assigned a number. Students must determine which number corresponds to their name and then discover which character traits it reflects.

a) Explain to students how to determine the number that corresponds to their name.

Refer to the sheet *Calculating your Name Number* (Activity 2a)
(Participants'Workbook page 42)

b) Once the number has been determined, students must find a partner with the same number.

Refer to the sheet Activity 2b (Participants' Workbook page 43)

c) Allow time for partners to read the short text relating to the number that corresponds to their names.

d) Encourage students to help each other discover the meaning of new words. Help them to recognize key words — words that refer to character traits they have seen in Activity 1.

e) Remind students to transcribe the information on the *Character Analysis* chart.

f) Tell students that they need not read all the texts. They should concentrate on the text that concerns them and their partner.

Refer to the the *Compatibility* chart (Activity 2c)
(Participants' Workbook page 44)

g) Ask students to circulate and to find classmates with whom they are supposed to be compatible. Have them make a list of the names.

h) Summarize the activity with the whole class. For example, ask the students if the text that concerns them really mentioned character traits which are supposed to be compatible with their own, what difficulties they encountered, etc.

i) Enrichment
Ask students to read the texts corresponding to the numbers with which they are supposed to be compatible. They could then note the personality traits mentioned and determine whether these apply to the people they do in fact get along with. Discuss findings.

Activity 3 — According to the Chinese

This activity will acquaint the students with the signs of the Chinese zodiac.

a) Explain the difference between the signs of the Chinese zodiac and the traditional astrological signs. Ask students if they are familiar with these signs and that they know about them.

Refer to the *According to the Chinese* sheet (Activity 3a) and *the According to the Chinese: texts* sheet. (Participants' Workbook pp.45-46)

b) Ask students to find the sign that corresponds to their year of birth. Ask students to read the text relating to their sign. Discuss the main character traits with the class. At this point, students should be able to identify the key words in the text. Give help where needed.

c) Remind students to write these character traits in the *Character Analysis* chart.

d) Certain signs are more compatible with each other than others. Ask students to write on sheet 3c the names of people they have the most affinity with — family, friends, stars, sports personalities — and to check if their Chinese zodiac sign indicates that they are compatible with these people.This may be done as homework, to allow students to check the year of birth of these people. For the purposes of this module, however, participants should list only those people whose year of birth is known.

Refer to the *Compatibility Chart* sheet (Activity 3c)
(Participants' Workbook page 48)

e) Enrichment
Ask students to read the texts relating to the various signs of the Chinese zodiac and to determine whether any correspond to their personality more than the sign of their own year of birth. Do the traits they consider dominant in their own personality appear under more than one sign? Which ones?

When they read the texts, can students recognize character traits of people they think they are compatible with?

Activity 4 — Taking Stock (Closure activity)

This activity is designed to allow students to re-use, organize and discuss information gathered from the beginning of the learning situation. Students may refer to the *Character Analysis* chart. (Participants' Workbook page 49)

a) Ask students to take the *Rate Yourself* sheet from Activity 1 and to compare the information listed with the information from the *Character Analysis* chart. According to them, which method (numerology, Chinese zodiac) most closely approximates their own evaluation?

b) Explore with students what they have discovered during this learning situation. Have they learned to know themselves any better? Have the various interpretations confirmed or negated their own hypotheses? Can they describe themselves better now?

c) Ask students to write a short text describing their personality, using the information they have gathered. They may refer to the texts on numerology and the Chinese zodiac. Encourage students to use the dictionary. Circulate as they work and give help where needed. This production may also be used for evaluation purposes, although students should be told this beforehand.

d) Allow students to exchange and comment on their descriptions.At the same time, they can help each other correct any errors.

e) Ask students if they wish to display their descriptions. These could be grouped under the same number or sign of the Chinese zodiac. Students could compare the descriptions in the same group to identify common traits.

   Students who wish to do so may send their description to a pen pal, keep it for their diary, or include it in a class or school newspaper.

Activity 1
Rate Yourself

Instructions

1. Fill in this questionnaire carefully and honestly. You won't have to show it to anyone but it will help you with the other activities.
2. Use your dictionary or ask your teacher for help, but be sure you understand what the word means before you answer.
3. For each character trait below decide if you are
    1. NEVER like that
    2. SELDOM like that
    3. OFTEN like that
    4. ALWAYS like that
4. Put a check under the one that suits you best.
5. Keep this questionnaire for later use.

	NEVER 1	SELDOM 2	OFTEN 3	ALWAYS 4
a) Creative				
b) Nervous				
c) Intellectual				
d) Emotional				
e) Stubborn				
f) Generous				
g) Patient				
h) Cheerful				
i) Sensitive				
j) Calm				
k) Critical				
l) Shy				
m) Cautious				
n) Hard-working				
o) Alone				
p) Secretive				
q) Optimistic				
r) Resistant to change				
s) Freedom-loving				
t) Home-loving				

Activity 2a
Your Number Please

Calculating Your Name Number

Instructions

1. First, print your name as you usually do.

   eg.: Mary Peters

2. Then, under each letter put the number value of that letter. Use the table at the bottom of this page.

   eg.: M a r y P e t e r s
   4 1 2 1 8 5 4 5 2 3

3. Next, add the numbers

   eg.: M a r y P e t e r s
   4 + 1 + 2 + 1 = 8 8 + 5 + 4 + 5 + 2 + 3 = 27
   2 + 7 = 9
   8 + 9 = 17 = 1 + 7 = 8

   So, Mary Peter's number is 8.

Remember, the number must always be less than 10.

4. Now find a partner with the same name number as you.

1	2	3	4	5	6	7	8
A	B	C	D	E	U	O	F
I	K	G	M	H	V	Z	P
J	R	L	T	N	W		
Q		S		X			
Y							

Activity 2b
Your Number Please

Instructions

- Use your name number to find the description of your character below.
- With your partner transfer these character traits to your *Character Analysis* chart.

1. If you are a 1, you are creative, and at times, stubborn. You always give the impression of being happy even if you're not. You don't like taking orders from others but you're a good worker. You also like reading. Number 1 people usually wear glasses and should always wear sunglasses in bright daylight. Number 1 people make good executives. Your lucky day is Sunday, lucky months: March, April, July and August.

2. If you are a 2, you are restless and nervous. You cannot stand being alone. You're proud of your appearance and are very affectionate. You are a natural explorer and like to travel. Number 2 people often find success and happiness as musicians, singers, entertainers of any kind, or nurses. Friendship is very important to you. Monday is your lucky day; your lucky months are April, May, June and July.

3. The number 3 represents authority and ambition. Number 3 people are very ambitious and have extremely strong willpower and determination. You are very close to your family, especially to brothers and sisters. Your ideas are usually original. Number 3 people are often lawyers or politicians. Thursday is your lucky day. November and December are your lucky months.

4. A 4 represents music, science, justice and rebellion. A 4 person has his or her own way of doing things that is different from anyone else's. Your feelings are easily hurt but you make very good friends to whom you are always loyal. You love music and parties. You are a dreamer and often will argue with people. Sunday is your lucky day; January, February, July and August are your lucky months.

5. A person with the number 5 lives on nervous energy. You get along with everyone except the 3 and 8 people. You are an extremely determined person and will not rest until you have achieved the goal you set yourself. You are a quick learner. You cannot stand any unnecessary noise or foolishness. 5 people make good teachers, travelling salespeople or government officials. Lucky day: Wednesday. Lucky months: May, June, August, September.

6. The 6 is the personality number, the number of magnetism. It represents love and all the arts. You are very attractive to members of the opposite sex and are always favoured by them. You enjoy parties, being with people and having fun. People are more important to you than your environment. 6s are often interior decorators, writers or anything to do with health and recreation. You should avoid 4 and 8 people. Lucky day: Friday and lucky months: April, May, September, and October.

7. If you are a 7 you are easily upset and worry too much. You are a hard worker but become easily discouraged. You are always trying to help others and often carry their troubles on your shoulders. You demand attention at all times from your partner. The occult interests you. You love water, lakes, rivers and the sea. Photography, writing, cosmetics or work in the amusement field are favourable occupations for a 7. Your lucky day is Monday. Your lucky months: February, March, June and July.

8. You of the 8 group are likely to be lonely and misunderstood. You like strange and unbelievable stories and excel at telling jokes. You like to be noticed but you seem cold to many people. Finance, business, real estate are good careers for 8 people. Saturday is your lucky day. Your lucky months: December, January, September and October.

9. The number 9 represents energy. It governs writers and the medical profession. You are independent, headstrong and like to do things yourself rather than ask for help. You have an explosive temper. You don't look for trouble but you are a born fighter. You are an excellent judge of character and have a superb memory. You enjoy reading. The medical profession in suited to 9 people. Tuesday is your lucky day; your lucky months are March, April, December and January

Activity 2c
Your Number Please

Compatibility Chart

Instructions

1. Certain numbers go together well, others do not. You may be more compatible with people of certain numbers than others.
2. First, find out if you and your partner are compatible. Do you agree?
3. Then, figure out the name number of some friends or family members. Find out if you are compatible or not according to numerology.

If you are a:	You are most compatible with people of the numbers:
1	2 4 7
2	1 7
3	6 8 9
4	1 7
5	1 6 7 9
6	3 5 9
7	2 4 5
8	3 9
9	3 5 6 8

Activity 3a
According to the Chinese

ACCORDING TO THE CHINESE

Instructions

1. To find your Chinese zodiac sign, match the year you were born with the animal on the same line.

   For example, if you were born in 1973 you were born in the year of the Buffalo and your Chinese zodiac sign is the Buffalo.

Rat	1900	1912	1924	1936	1948	1960	1972	1984
Buffalo	1901	1913	1925	1937	1949	1961	1973	1985
Tiger	1902	1914	1926	1938	1950	1962	1974	1986
Cat	1903	1915	1927	1939	1951	1963	1975	1987
Dragon	1904	1916	1928	1940	1952	1964	1976	1988
Snake	1905	1917	1929	1941	1953	1965	1977	1989
Horse	1906	1918	1930	1942	1954	1966	1978	1990
Goat	1907	1919	1931	1943	1955	1967	1979	1991
Monkey	1908	1920	1932	1944	1956	1968	1980	1992
Rooster	1909	1921	1933	1945	1957	1969	1981	1993
Dog	1910	1922	1934	1946	1958	1970	1982	1994
Pig	1911	1923	1935	1947	1959	1971	1983	1995

Activity 3b

ACCORDING TO THE CHINESE
Texts

Instructions

1. Find your Chinese zodiac sign below and read it carefully.
2. Record the character traits on your Character Analysis Chart.

The Rat: Anything for the good life

The rat is born under a sign of charm and aggression. He or she has a quick temper and can create embarrassing situations. He or she loves parties and finds it hard to deny himself anything. Although sometimes extremely critical, the Rat is honest and can be very generous to those he or she loves. Often greedy, The Rat would rather live by trickery than by hard work.

The Buffalo: For family always

The Buffalo likes to be alone to think and brood. He or she is slow and careful in everything he or she does. Although he or she rarely loses his or her temper, when he or she does there is a violent explosion. The Buffalo is a hard worker, and an authoritarian who is very resistant to change. Family and home are the most important things in his or her life. He or she hates to travel, can be tender but never romantic.

The Tiger: A hot-tempered rebel

The Tiger is a rebel. He or she finds fault with everything and is often irresponsible and foolish, but he or she also commands respect even from those he or she fights. The Tiger is a natural leader but must be careful not to act too quickly. He or she is often selfish about small things but generous about larger matters. He or she is rarely happy in love.

The Cat: Anything for a quiet life

Cat people are those most certain to be happy. They are good company, talented and calm; they know how to make the best of every situation. Their only fault is that they are superficial, rarely making deep commitments of friendships. They love to entertain, are very careful in all matters of business or the heart.

The Dragon: Make-believer

The Dragon is always in good health; he or she is an idealist and a perfectionist, demanding that every detail be absolutely right. The Dragon is stubborn and usually talks too much and too loudly, but his or her advice is always good. He or she can't help winning; success follows him or her wherever he or she goes. He or she is too proud and finds many people to love him or her but he or she rarely loves anyone but him- or herself. Much of the Dragon's strengths are illusions, just put on for show.

The Snake: Wise and beautiful

The Snake is known for physical attractiveness and wisdom. Romantic and charming, the Snake person dresses very well and has good taste in all matters of personal appearance. The Snake is an intellectual who thinks often and very deeply. Snakes are not generous with money but when they lend, they becomes possessive of those they have lent to.

The Horse: The successful crowd-pleaser

Those born under this sign always look good, well-dressed and attractive. They are good at sports, love being in crowds and are talkative. However, they lack confidence in themselves. They hide this in selfishness and impatience. Horse individuals are workers who are good at handling money, but everything must revolve around the Horse, for he or she is basically an egoist.

The Goat: A natural follower

The Goat is artistic, charming and likes a comfortable life, with good clothes and material wealth, but the Goat is never happy with what he or she has. The Goat lacks self-control and never knows which way to go; this makes the Goat a born follower, who leaves the decisions to someone else. Goats are generous and willing to share, but they need to be thanked for it all the time.

The Monkey: Full of mischief

This is the sign of mischief. The Monkey is a joker, always having fun. Under all his or her friendliness, he or she is selfish and doesn't like people very much. He or she keeps up-to-date on everything from politics to art. He or she is independent, has an unbelievable memory and an endless thirst for knowledge. He or she will succeed in his or her chosen profession but not in love.

The Rooster: A big show-off

The Rooster is always right, or, at least he or she thinks so. He or she is honest to the point of being rude. Individuals born under this sign are self reliant, aggressive and very unwilling to take risks. The Rooster is at his or her best in a crowded room where he or she can attract a lot of attention. Not very good with money, the Rooster often spends too often and too much. Roosters prefer the company of members of the opposite sex.

The Dog: The worrier

The Dog worries about everything and anything. He or she is a traditionalist and a loner. He or she is a very loyal friend and dependable. He or she doesn't care about money, likes to fight for a cause. The Dog is an extremely hard worker and very honest, and almost always gets what he or she wants.

The Pig: A charmer

The Pig accepts his or her faults calmly, and those of others with great tolerance. He or she is sincere in the extreme, with a quick sense of humour. The Pig is an intellectual, fun-loving person, with plenty of strength, great depth of sympathy for people and a single-mindedness when he or she has made a decision. He or she can be made a fool of in love, and is always disappointed.

Activity 3c

ACCORDING TO THE CHINESE COMPTATIBILITY CHART

Instructions

1. Determine the Chinese zodiac signs of some people you know and see if they are compatible with you.
2. Do you agree? Read their signs to see if you can figure out why they might be compatible.
3. Use this chart.

	Compatible with
RAT	Rat, Dragon, Snake, Monkey
BUFFALO	Cat, Tiger, Dragon,Snake,Pig
TIGER	Buffalo, Dragon, Pig
CAT	Cat, Buffalo, Snake, Horse, Goat, Monkey, Dog
DRAGON	Tiger, Cat, Snake, Goat, Monkey, Rooster, Pig, Rat
SNAKE	Buffalo, Cat, Dragon, Snake, Horse, Rooster, Rat
HORSE	Cat, Snake, Horse, Goat, Rooster, Dog
GOAT	Cat, Dragon, Horse, Goat, Monkey, Pig
MONKEY	Cat, Dragon, Goat, Monkey, Pig, Rat
ROOSTER	Dragon, Snake, Horse
DOG	Cat, Horse,Dog, Pig
PIG	Buffalo, Tiger, Dragon, Goat, Monkey, Dog, Pig

Here are some people whose sign you might want to look up.

Father ______________________ Sister(s) ______________________

Mother ______________________ Teacher(s) ______________________

Brother(s)______________________ Grandparents ______________________

Character Analysis Chart

Name __________________________

Number (s): _______________________

Chinese Sign: ______________________

Instructions:
1. For each type of character analysis, write in a fee traits.
2. In the column A/D write "A" if you agree or "D" if you disagree.

	CHARACTER TRAITS	A/D	PHYSICAL TRAITS	A/D	PREFERENCES	A/D
Your number please						
According to the Chinese						

Background Notes: The Communicative Approach

In 1966, MIT linguist Noam Chomsky wrote that "language is not a habit *structure. Ordinary linguistic behaviour characteristically involves innovation, formation of new sentences and patterns in accordance with rules of great abstractness and intricacy. Chomsky developed the theory of transformational grammar: fundamental properties of language derive from innate aspects of the mind and from how humans process experience through language. Thus, language learning cannot be equated with a simple stimulus-response mechanism. In fact, much of human language use is not imitated behaviour but is created anew from underlying knowledge of abstract rules. Sentences are not learned by imitation and repetition, but* generated *from the learner's underlying* competence.

In the 1970s, both in Britain and in the United States, the approach to language teaching / learning focused on two objectives:

- *make communicative competence the goal of language teaching*
- *develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication*

Theoretical Bases

1. *Language is a system for the expression of meaning.*
2. *The primary function of language is interaction and communication.*
3. *The structure of language reflects its functional and communicative uses.*
4. *The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning, as exemplified in discourse.*

Principles

1. *Activities that involve real communication promote learning.*
2. *Activities in which language is used for carrying out meaningful tasks promote learning.(Johnson, 1982)*
3. *Language that is meaningful to the learner supports the learning process.*

Acquisition vs Learning (Krashen)

Acquisition:

- *basic process in developing language proficiency*
- *unconscious development of the target language system as a result of using the language for real communication*

Learning:
- *conscious representation of grammatical knowledge that has resulted from instruction*
- *cannot lead to acquisition*

Acquired System: • *to create utterances during spontaneous language use*

Learned System: • *to serve as monitor of the output of the acquired system*

Learner Roles

- *negotiator between self, learning process and object of learning*
- *should contribute as much as he or she gains and thereby learn in an independent way*
- *cooperative approach to learning (Breen & Candlin, 1980)*

Teacher Roles

- *facilitate communication process between all participants in the classroom, and between these participants and the various activities and texts*
- *act as independent participants within the learning-teaching group*
- *secondary roles:*
  - *organizer of resources*
  - *resource him- or herself*
  - *guide in classroom procedures and activities*
  - *researcher and learner, with much to contribute about appropriate knowledge and abilities*
  - *needs analyst*
  - *counsellor*
  - *group process manager*

Discussion questions

1. **What is the overall goal of this method?**

2. **How is grammar taught — inductively or deductively?**

3. **Is error seen as a natural part of language learning and tolerated as such?**

4. **What is the teacher's role in the learning process?**

5. **Does the learner assume an active role in learning?**

Day	2
Activity	3 ***Comparison of Various Methods***
Objective	To gain insight into the strong points and weak points of various methods with respect to the learning process in general and to language learning in particular
Time	60 minutes
References	Participants' Workbook, page 53
Resources	None required

Procedure

1 Review the four methods presented in Days 1 and 2 and tell participants that they will need to refer to these methods and to the discussion questions they have answered in order to complete this activity.

2 Refer participants to the *Methods and Learning* chart (Participants' Workbook, page 54) and go over the list of criteria with them, explaining the terms as required. Refer to *For Your Information*.

For Your Information

The Methods and Learning chart
Explanatory Notes

1. *Learners perceive the problem as potentially significant, relating to their everyday situation.*

   - *Students can recognize that what they are expected to learn will be of use to them in everyday situations.*

2. *The teacher prompts awareness of potential significance.*

   - *The teacher helps students to see how the learning will be of use to them in real life situations.*

3. *Learnes perceive the problem as responding to a need and develop motivation for learning.*

   - *Students understand that what they are expected to learn will help them in some way and are motivated to undertake the task.*

4. *The teacher promotes motivation through various stimuli.*

   - *The teacher helps students develop motivation for the task by such means as soliciting their input, making use of written materials of interest to students (such as teen magazines), making use of video or audio materials (such as songs), referring to recent events in which students are interested.*

5. *Learners assume reponsibility for learning, becomes personally involved.*

   - *The students are not "sponges" whose only function is to absorb instruction:they must become active participants in learning.*

6. *Activities are learner-centred rather than teacher-centred.*

   - *Students can control the development, pace and outcome of the activities rather than the teacher directing the procedure at every step of the way.*

7. *The teacher focuses learners' attention on recevant information .*

   - *The teacher helps students to focus on what is essential to the task (e.g. clarifying instructions), and/or on the information relevant in a particular text.*

8. *Opportunity is given for learners' personal input.*

   - *Students have to resort to their own experience, creativity and knowledge to accomplish the task, rather than supply a fixed response.*

9. *The teacher suggests various experiential modes.*

   - *The teacher tells students, "Imagine yourselves in the (X) situation. How would you react ?" or "How would you go about getting what you want?" or "How do you solve this problem in your mother tongue ?" or "Where would you look to find the information you need ?"*

10. *Learners practise the newly acquired skill, forming and verifying hypotheses.*

    - *Students carry out the task as well as they can, correcting their mistakes as they become more proficient.*

11. *The teacher creates favourable conditions for practice.*

    - *The teacher re-creates in the classroom the conditions under which the task would be carried out in real life, e.g. allowing pair or group work if oral exchange of information is required, allowing sufficient time for the completion of a task, providing adequate facilities for listening to audio (or watching video) materials.*

12. *Learners compare their own results with the world around them.*

• Students use newly acquired skill (e.g. asking questions in a survey activity) with classmates, teachers, friends, family and adjust their output according to the feedback (or response, answers) they receive (e.g. are they easily understood, or must they modify their questions?).

13. *The teacher provides feedback.*

• The teacher circulates, observes, gives suggestions to help students carry out the task. At the end of the lesson, the teacher assesses performance informally or formally and gives students information regarding their performance.

14. *Learners can demonstrate the relevance of what they have learned.*

• Students are aware of what they have learned and in what way this learning will be of use to them in real-life situations.

15. *The teacher promotes integration and generalization of new learning through extension and/or enrichment activities.*

• After the practice phase of the lesson, the teacher presents new opportunities or new activities that allow students to use what they have just learned in new contexts.

16. *The learners are able to generalize their new knowledge/skill to new situations.*

• Students can carry on the same task as that performed in the learning situation in a different or a similar context.

17. *Formative evaluation verifies and promotes learning.*

• At any point during any of the three phases of the learning process, the teacher verifies the learners' readiness for new learning, how well learners are carrying out the tasks required in the practice phase and how well students have mastered the new skill after the lesson. Peer evaluation and self-evaluation are also possible.

3 Ask participants to work in teams of two or three, making sure that their partners are different from those they have worked with before. They must complete the chart, checking (√) criteria that apply to the various methods.

4 Allow 20-30 minutes for this activity.

5 Go over the findings with the participants. Most of the check marks will fall into the *Communicative Approach* column.

6 Make sure that participants understand that this does not constitute a judgment for or against a metho. However, there has been a progression in methods used in language teaching in keeping with advances in psychology and with what were know about learning in general. They are to rate each method as they have experienced it over the past two days and not as they would have adapted it had they taught it in their own classrooms.

7 Point out that in the days to come, particular attention will be paid to specific strategies and techniques and that participants will be able to link these clearly not only with specific areas of language learning, but with various learning theories.

Methods and Learning

Instructions: Identify the method.

Learner/Teacher /Process	Grammar-Translation method	Direct method	Reading method	Communicative approach
1. The learner perceives the problem as potentially significant, relating to his or her everyday situation.				
2. The teacher prompts awareness of potential significance.				
3. The learner perceives the problem as responding to a need and develops motivation for learning.				
4. The teacher promotes motivation through various stimuli.				
5. The learner assumes responsibility for learning, becomes personally involved.				
6. Activities are learner-centred rather than teacher-centred.				
7. The teacher focuses attention on relevant information.				
8. Opportunity is given for learners' personal input.				
9. The teacher suggests various experiences , e.g. "Imagine this, or tha".				
10. The learner practises newly acquired skill, forming and verifying hypotheses.				
11. The teacher creates favourable conditions for practice.				
12. The learner compares his or her own results with the world around him o her.				
13. The teacher provides feedback.				
14. The learner can demonstrate the relevance of what he or she has learned.				

Learner/Teacher Process	Grammar-Translation method	Direct method	Reading method	Communicative approach
15. The teacher promotes integration and generalization of new learning through extension and/or enrichment activities.				
16. The learner is able to generalize his or her new knowledge/skill to new situations.				
17. Formative evaluation verifies and promotes learning.				

*Alternative Procedure

Objectives:

- To allow participants to express their views regarding elements essential to language learning.
- To allow participants to integrate these elements into a communicative approach compatible with the learning process.

1 Ask the participants compare the various methods, they will probably comment on the apparently favourable bias of the chart with respect to the communicative approach.

2 Point out that the criteria listed here are intended to reflect the learning process and that the relationship to the communicative approach is not a coincidence since this approach to language learning does, in fact, take into account what we now know to occur whenever we are learning languages, sciences, maths, or even how to ride a bicycle.

3 At this point, it might be necessary to allow participants to express what they feel are limitations of the communicative approach with respect to some aspects of language learning they see as essential. They might discuss how to bestintegrate these essential elements into a communicative approach.

THE
PATTERN
OF
DRILLS

DAY 3

Objectives of Day 3

- ***To become aware of the characteristics of structural versus communicative activity types***
- ***To become familiar with the distinction between method and technique***
- ***To understand the relationship between the learning process and various techniques in language teaching***

At the end of the session, the participants will be able to:

- differentiate between method and technique
- understand the distinctive features of the audiolingual method and the communicative approach
- identify the techniques appropriate to a given approach or method
- identify various types of pattern drills
- identify the characteristics of structural activities

Table of Activities: Day 3

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Day	3	
Activity	1	***Method and Technique***
Objective	To differentiate between method and technique	
Time	60 minutes	
References	Participants' Workbook, page 60	
Resources	Cardboard or index cards Felt markers Scotch tape	

Procedure

☞ *If Day 3 does not immediately follow Day 2, give a brief summary of the contents of the activities of Day 2, particularly of Activity 4, which summarizes and compares the various methods examined during Days 1 and 2.*

1 Elicit as much information as possible from the participants themselves through brainstorming. Ask questions such as the following and write responses on the chalkboard.

- What are the phases of the learning process?
- What should the learners' role in the learning process be?
- What should be the teacher's role be?
- What have we seen so far with respect to the various approaches and the learning process?
- How does the communicative approach relate to each phase of the learning process?

2 Tell participants:

> The purpose of the activities of Day 1 and Day 2 was to review some of the major trends in language teaching which gave rise to various approaches and methods. We have seen how each of these relates to the learning process. We have also studied the learning process, which is not restricted to the learning of a language but is common to all learning.
>
> During the next two days we will examine specific techniques that we may have used in class already — this time in order to establish how each was

and/or is appropriate to a particular approach and method. We will also look at the relationship between the various techniques and the way in which we learn, and the way in which we learn a language in particular. You will be asked to reflect on the roles of the learner and the teacher with respect to the various techniques.

For the sake of comparison, we will highlight two different approaches. To illustrate the traditional approach, we will refer to the audio-lingual method and contrast this with the communicative approach. As we saw during the last activity of Day 2, the communicative approach relates closely to the learning process.

Finally, during the last day, we will practise producing activities that will promote learning in a communicative approach. You should start thinking now of the material you will need to produce these activities. For example, you will need pictures, magazines, pamphlets, paper, pens, scissors, scotch tape and MEQ Guides and Programs. These should be on hand for the first activity of Day 5.

3 Point out that this first activity will require participants to refer to the methods and techniques they experienced during Day 1 and Day 2. While the focus of the first two days' activities was on the effectiveness of various methods with respect to the learning process, the participants will now be asked to focus on the effectiveness of particular techniques with respect to various methods and specific objectives of language learning.

4 Write the words *method* and *technique* as two headings on the chalkboard and ask participants to work in teams of three or four to try to arrive at definitions for both of these words.

5 Allow approximately ten minutes for discussion.

6 At the end of ten minutes, each team writes its two definitions of strips of cardboard, without indicating which word each refers to.

7 Collect all the strips of cardboard and read the definitions aloud, one at a time. Each time, the group must decide if the definition refers to *method* or to *technique*. Once all are agreed, tape the strip of cardboard under the proper heading on the chalkboard.

8 Remind the team that has produced each definition not to participate in the discussion on this definition.

9 At the end of the activity, ask the authors of each definition to confirm their definition.

10 Point out and comment on similarities and differences in each set of definitions, clarifying any ambiguities.

For Your Information

A sample definition for each word is given below. You might also refer to Day 1, Activity 1 for additional information and examples.

METHOD:	*What is seen as relevant language and subject matter around which language teaching should be organized, including the overall plan for orderly presentation of language material,* or, in other words, *relationship of theories of language and learning both to the form and function of instructional materials and to activities in instructional settings.* *
TECHNIQUE:	*Procedure used by a teacher to implement a particular method in the classroom in order to accomplish an immediate objective,*or, in other words, *classroom practices that are consequences of particular approaches and methods.* *

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* Richards, Jack C. 1985. *The Context of Language Teaching*. Cambridge: Cambridge University Press.

Day	3
Activity	2 ***Audiolingual Method and Communicative Approach***
Objectives	• To highlight and contrast major distinctive features of the Audiolingual Method and the Communicative Approach • To establish the appropriateness of particular techniques to one or the other approach/method
Time	90 minutes
References	Participants' Workbook, page 61
Resources	Handout 2A

Procedure

Part 1

1. Tell participants that several of the following activities will deal with a contrastive analysis of pattern drills and communicative activities. For the sake of comparison, therefore, two methods/approaches will be examined for the next two days: the audiolingual method and the communicative approach.

2. This activity will highlight and contrast the major features of these two methods.

3. Refer participants to the *Audiolingual vs Communicative* chart (Participants' Workbook, page 62).

4. Ask participants to work in pairs and try to complete the chart, filling in the missing information in both columns.

5. Remind participants that the missing information usually assumes a contrast to the information already found on the chart.

6. Allow approximately 20 minutes for this part of the activity.

7. Distribute the completed chart and let participants check their answers.

8. Elicit comments and answer questions as they arise.

9 Tell participants that, during this final phase of the activity, they will have to determine which technique is best suited to a particular method.

10 Refer participants to the *Match-up* worksheet (Participants' Workbook, page 63) and go over the instructions with them.

11 Allow approximately 10-15 minutes for participants to match the methods and techniques. Have participants work alone for this part of the activity.

12 At the end of the time period, check the answers with the group, answering questions as they arise.

13 Draw participants' attention to the roles given the learner and the teacher in these activities.

Part 2

1 Explain that techniques used with each approach are not the product of chance, but reflect the roles ascribed to learners and teachers.

2 Have participants read the short passages on the roles of learner and teacher in both the audiolingual method (Participants' Workbook, pp. 37-38) and the communicative approach (Participants' Workbook, page 51)

3 Ask participants to complete the chart (Participants' Workbook, page 62).

4 Have participants work in teams of two or three to read the text and complete the chart.

5 Allow 15-20 minutes for this part of the activity.

6 At the end of the time period, make sure all participants have completed the activity and ask if there are any questions. Answer questions only, or have other participants answer the questions. Do not go over the whole chart systematically.

Answer Key
Audiolingual vs Communicative

AUDIOLINGUAL	COMMUNICATIVE
1. Attends to structure and form more than meaning.	Meaning is paramount.
2. Language items are not necessarily contextualized.	Contextualization is a basic premise.
3. Language learning is learning structures, sounds, or words.	Language learning is learning to communicate.
4. Mastery or *over-learning* is sought.	Effective communication is sought.
5. Drilling is central technique.	Drilling may occur, but peripherally.
6. Native-speaker-like pronunciation is sought.	Comprehensible pronunciation is sought.
7. Grammatical explanation is avoided.	Any device that helps the learners is accepted — varying according to their age, interest, etc.
8. The use of the student's native tongue is forbidden.	Judicious use of native language is accepted where feasible.
9. Linguistic competence is the desired goal.	Communicative competence is the desired goal (i.e. the ability to use the linguistic system effectively and appropriately).
10. The teacher controls learners and prevents them from doing anything that conflicts with the theory.	The teacher helps learners in any way that motivates them to work with the language.
11. *Language is habit* so errors must be prevented at all costs.	Language is created by the individual, often through trial and error.
12. Accuracy, in terms of formal correctness, is a primary goal.	Fluency and acceptable language is the primary goal: accuracy is judged not in the abstract but in context.
13. The teacher is expected to specify what language students are to use.	The teacher cannot know exactly what language students will use.*

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* Finocciaro, M. and C.Brumfit. 1983. *The Functional-Notional Approach*. Oxford: Oxford University Press.

Answer Key

Match-Up

Instructions: Read the list of techniques below. Decide if each is better suited to the audiolingual method or to the communicative approach. Write A or C in the parentheses.

(C) 1. Students enter weather symbols on a map as they listen to an authentic radio weather forecast.

(A) 2. Students repeat in chorus each line of a recorded dialogue.

(A) 3. Students take part in a pronunciation drill exercise.

(C) 4. Students play the role of journalists and draw a diagram of an accident, showing position and direction of vehicles, as they listen to angry motorists describe the accident to a policeman.

(C) 5. Students design a poster giving full details about a play or a film they heard advertised on the radio.

(A) 6. Students repeat an utterance, replacing one word with another, cued by the teacher.

(A) 7. Students transform a series of affirmative statements into the interrogative.

(C) 8. Students label a sequence of diagrams as they listen to a partner describe the steps to follow to assemble a toy.

(C) 9. Students enter lessons on a blank timetable as they listen to the teacher describing the timetable for the courses of the first semester.

(A) 10. Students provide the answer exchange to a recorded dialogue.

Day	3	
Activity	3	***Pattern Drills: Types and Characteristics***
Objectives	• •	To identify various types of pattern drills To identify the characteristics of structural exercises
Time	60 minutes	
References	Participants' Workbook, page 64	
Resources	Handouts 5A, 5B, 5C, 5D, 5E, 5F, 5G, 5H, 5I, 5J, 5K, 5L	

Procedure

1 Refer participants to *Drills and Pattern Practice* (Participants' Workbook, page 65) and go over it with them.

2 Then distribute the series of exercises *Drills and Pattern Practice*.

3 Participants work in teams of three or four. They study the exercises, identify the type of drill each illustrates and write the word in the space provided.

4 Allow approximately 20 minutes for this part of the activity.

5 At the end of the allotted time, check the answers with the group.

6 Also draw attention to the fact that these drills are quite compatible with the learners' and teachers' roles in the audiolingual method, as described in Activity 2.

7 Then ask participants, *What are the characteristics of structural exercises?*

8 Have participants brainstorm. Write the resulting list on the chalkboard, making sure the following characteristics are brought out.

- Structural exercises are repetitive, monotonous.
- They are rarely motivating.
- They are rarely based on real-life situations.
- They do not present a significant context.
- They attach little importance to meaning.
- They present little or no variety in tasks.
- They do not call upon learners' deductive and creative abilities.
- They do not promote interaction (in general, exchanges are one-way: teacher — student).
- They are not based on a communicative need or intent (based on a grammatical or lexical structure).
- They require little or no personal input on the part of the learner.
- They usually have only one possible correct answer.
- They attach little or no importance to social environment.
- They do not create a favourable learning environment.

Drills and Patterns Practice

The use of drills and pattern practice is a distinctive feature of the audiolingual method. The list that follows contains some typical varieties

1. *Repetition.* The student repeats an utterance aloud as soon as he or she has heard it, without looking at a printed text. The utterance must be brief enough to be retained by the ear. Sound is as important as form and order.

   Example:
   This is the seventh month. —This is the seventh month.

   After a student has repeated an utterance, he or she may repeat it again and add a few words, then repeat that whole utterance and add more words.

   Examples:
   I used to know that. —I used to know that.

   I used to know him years ago. — I used to know him years ago *when we were in school.*

2. *Inflection.* One word in an utterance appears in another form when repeated.

   Examples:

   I bought the car. —I bought the cars.

   He bought the candy. —*She* bought the candy.

3. *Replacement.* One word in an utterance is replaced by another.

   Examples:

   He bought this *house* cheap. — He bought *it* cheap.

   Rosie left at six o'clock. — *She* left at six o'clock.

   They gave their *boss* a watch. — They gave *him* a watch.

4. *Restatement.* The student rephrases an utterance and addresses it to someone else, according to instructions.

   Examples:

   Tell her to wait for you. — Wait for me.

   Ask her how old she is. — How old are you?

   Ask Gina when she arrived. — Gina, when did you arrive?

5. *Completion.* The student hears an utterance that is complete except for one word, then repeats the utterance in completed form.

   Examples:
   I'll take my car and you take ... I'll take my car and you take *yours.*

   We all have... own troubles. — We all have *our* own troubles.

6. *Transposition*. A change in word order is necessary when a word is added.

Examples:

I'*m* hungry. (so). — So *am* I.

I'*ll* never do it again. (neither). — Neither *will* I.

7. *Expansion*. When a word is added it takes a certain place in the sequence.

Examples:

I know you. (hardly). — I *hardly* know you.

I know her. (well). — I know her *well*.

8. *Contraction*. A single word stands for a phrase or clause.

Examples:

Put your book *on the desk*. — Put your book *there*.

They believe *that he is innocent*. — They believe *it*.

9. *Transformation*. A sentence is transformed by being made negative or interrogative or changes in tense, mood, voice, aspect or modality.

Examples:

He knows my address.

He doesn't know my address.

Does he know my address?

He used to know my address.

If he had known my address.

10. *Integration*. Two separate utterances are integrated.

Examples:

They must be honest. This is important. — It is important that they be honest.

I know that man. He is looking for you. — I know the man who is looking for you.

11. *Rejoinder*. The student makes an appropriate rejoinder to a given utterance. He or she is told in advance to respond in one of the following ways.

Be polite.

Answer the question.

Agree.

Agree emphatically.

Express surprise.

Express regret.

Disagree.

Disagree emphatically.

Question what is aid.

Fail to understand.

Examples:
Be polite: Do you want a cookie? — Yes, please.

Answer the question: Where do you live? — I live at 216 Hamlin Road.

12. *Restoration.* The student is given a sequence of words extracted from a sentence but still carrying its basic meaning. Using these words the student restores the sentence to its original form. Usually the teacher states whether the time is past, present or future.

Examples:
Students/waiting/bus — The students are waiting for the bus.

Woman/see/old/friend. — The woman saw an old friend.

Drills and Pattern Practice: Sample Drills

Exercise 1

Type of drill: ______________________________

Change to a question in the past, *using yesterday, last week, last month* or *last year*.

Example: He gets a haircut every month. — Did he get a haircut last month?

1. She goes to a movie every week. ____________________
2. My dad goes fishing every year. ____________________
3. Mark and I play tennis every day. ____________________
4. I go to Montreal every month. ____________________
5. They take a test every week. ____________________

Drills and Pattern Practice: Sample Drills

Exercise 2

Type of drill: ______________________________

Combine each pair of sentences using *where* or *when*.

Examples: I'll call you on Monday. Paul arrives then.
I'll call you on Monday when Paul arrives.

This is the theatre. We saw the play here.
This is the theatre where we saw the play.

1. Sandra's mother bought the vase last year. She was in Japan then.

____

2. Frank and Nancy left at midnight. The party was over then.

3. This is the country. She was born here.

____

4. That was the concert. He lost his wallet there.

____

5. This is the place. I met Patrick Newman here.

____

Exercise 3

Type of drill: ______________________________

Repeat and complete the following statements. Listen to the example.

Example: I'll go my way and you go ______
— I'll go my way and you go *yours.*

1. You take your boat and I'll take ______ .

2. Go with your friends and we'll go with ______ .

3. I'll read my book and she'll read ______ .

4. We'll sell our car and they'll sell ______ .

5. You ask your mother and Philip will ask ______ .

Exercise 4

Type of drill: ______________________________

Replace the words in italics with the appropriate pronoun.

Example: Clap your hands. — Clap them.

1. Lay *your hands* in your lap.

2. Once I caught a fish alive, then I let *the fish* go again.

3. Ding dong bell; the cat's in the well.
Who chased *the cat* there?

4. They didn't believe *that Mary would come*.

5. I asked *Mary* out to dinner.

6. Katherine wanted *Bill and Paul* to write to her.

7. Dad called *Steve and me* last night.

8. Don't tell *Bill* about *the party*. It's a surprise.

Drills and Pattern Practice: Sample Drills

Exercise 5

Type of drill: ______________________________

Re-write the sentences below. Change each of the words in italics to the plural form.

Example: Janet left with the young *man*. —Janet left with the young men.

1. The *woman* called just after four.

____

2. The *child* stayed home with the babysitter.

____

3. The little *mouse* ate the big piece of cheese.

____

4. The ball landed on my *foot*.

____

Drills and Pattern Practice: Sample Drills

Exercise 6

Type of drill: ______________________________

Re-write the sentences below. Replace the words in italics with the appropriate pronouns.

Example: I waited for *Rose and Alice.* — I waited for them.

1. I called *Paul and Frank.*

____

2. Paul gave *the flowers* to Myra.

____

3. Joan ate *the hot dog* for lunch.

____

4. Bobby told *Patrick and me.*

____

5. Angela wanted to ask *Jim.*

____

Drills and Pattern Practice: Sample Drills

Exercise 7

Type of drill: ______________________________

Some words in English have silent letters. Practise repeating these sentences. They have silent *p's* in them.

1. T: My aunt was sick with pneumonia.
   S: My aunt was sick with pneumonia.

2. T: There are dishes in the kitchen cupboard.
   S: —

3. T: I read a good book on psychology.
   S: —

4. T: Make sure you ask for a receipt.
   S: —

Now, practise these sentences with silent *b's*.

1. T: Mary had a little lamb.
   S: —

2. T: I doubt he's as dumb as he pretends to be.
   S: —

3. T: Peter spends so much he's always in debt.
   S: —

4. T: May I borrow your comb?
   S: —

5. T: The baby is sucking his thumb.
   S: —

Drills and Pattern Practice: Sample Drills

Exercise 8

Type of drill: ______________________________

Re-write the following sentences, using the words in parentheses.

Example: She can skate (very well). — She can skate very well.
She can understand (barely). — She can barely understand.

1. We are on time (usually).

____

2. She dances well (really).

____

3. Paul comes to parties (rarely).

____

4. That dress suits you (very well).

____

5. I can see the boy (clearly).

____

6. It worked (beautifully).

____

7. They are on speaking terms (barely).

____

Drills and Pattern Practice: Sample Drills

Exercise 9

Type of drill: ______________________________

Follow the instructions.

T: John, tell Linda to open her book.
J: Open your book.

T: Linda, tell Paul to close his book.
L: Close your book.

T: Paul, ask Nancy what she did last night.
P: What did you do last night?

T: Linda, ask Mary where she is going.

L: ______________________________

T: Mary, tell Bill to wait for you.

M: ______________________________

T: Bill, tell Frank how old you are.

B: ______________________________

T: Frank, ask Lily for her address.

F: ______________________________

Drills and Pattern Practice: Sample Drills

Exercise 10

Type of drill: ______________________________

Use the words below to restore the original sentences.

Example: eggs/plate — The eggs are on the plate.

pencil/paper ______________________________

matches/chair ______________________________

shirt/bed ______________________________

books/desk ______________________________

lamp/table ______________________________

I/horse ______________________________

Drills and Pattern Practice: Sample Drills

Exercise 11

Type of drill ______________________________

Combine the two sentences.

Examples: I know that teacher. She is looking for you.
— I know the teacher who is looking for you.

Women live longer than men. This is a fact.
— It is a fact that women live longer than men.

1. You must be on time. This is important.

____

2. They have to practise two hours. They know this.

____

3. We will call that man. He is selling the dogs.

____

4. You should ask that boy. He is standing in line.

____

5. Mary will finish the work before Mark. I am certain of this.

____

Drills and Pattern Practice: Sample Drills

Exercise 12

Type of drill: ____________________

Contrast *b* and *v*.

Repeat after me.

1. Valerie began before Vanessa.

2. Vincent lives at 2777 Virginia Avenue.

3. We saw the band on the big van.

4. Bob and Bernie have new books.

5. Vivian gave the boy a book about volleyball.

6. Vance covered the table before breakfast.

Answer Key

Drills and Pattern Practice

Exercise 1:	Transformation
Exercise 2:	Integration
Exercise 3:	Completion
Exercise 4:	Contraction
Exercise 5:	Inflection
Exercise 6:	Replacement
Exercise 7:	Repetition
Exercise 8:	Expansion
Exercise 9:	Restatement
Exercise 10:	Restoration
Exercise 11:	Integration
Exercise 12:	Repetition

Day	3
Activity	4 ***Pattern Drills and Learning***
Objectives	To analyse pattern drills with respect to the learning process
Time	45 minutes
References	Participants' Workbook, page 68
Resources	None required

Procedure

1. Ask participants to work in teams of two or three. They should select one of the drills from Activity 3 and analyse it with respect to the *Methods and Learning* chart. Point out that these criteria are the same as those used to evaluate methods, slightly reworded to reflect the learning process.

2. Allow 15 minutes for analysis.

3. Then ask each team to present its findings to the group.

4. Elicit comments and clear up any ambiguity.

5. Either have teams pick numbers or use some other method of ensuring that no two teams analyse the same drill.

Methods and Learning

Instructions: Identify the type of drill

Learner/Teacher /Process	Type of Drill
1. The learner perceives the problem as potentially significant, relating to his or her everyday situation.	
2. The teacher prompts awareness of potential significance.	
3. The learner perceives the problem as responding to a need and develops motivation for learning.	
4. The teacher promotes motivation through various stimuli.	
5. The learner assumes responsibility for learning, becomes personally involved.	
6. Activities are learner-centred rather than teacher-centred.	
7. The teacher focuses attention on relevant information.	
8. Opportunity is given for learners' personal input.	
9. The teacher suggests various experiences , e.g. "Imagine this, or that."	
10. The learner practises newly acquired skill,forming and verifying hypotheses.	
11. The teacher creates favourable conditions for practice.	
12. The learner compares his or her own results with the world around him or her.	

Learner/Teacher Process	Type of Drill
13. The teacher provides feedback.	
14. The learner can demonstrate the relevance of what he or she has learned.	
15. The teacher promotes integration and generalization of new learning through extension and/or enrichment activities.	
16. The learner is able to generalize his or her new knowledge/skill to new situations.	
17. Formative evaluation verifies and promotes learning.	

Day	3
Activity	5 ***Structural Versus Communicative Activities***
Objective	To differentiate between structural and communicative activities
Time	30 minutes
References	Participants' Workbook, page 71
Resources	None required

Procedure

☞ *This activity is the last activity for Day 3. It serves as a wrap-up and at the same time, introduces communicative activities as a prelude to Day 4. However, if time is running short, it can very well be used to begin Day 4.*

1 Tell participants, *Now that we have analysed structural activities, we will study same communicative activities. First, this activity will help us differentiate between structural and communicative type activities.*

2 Ask participants to complete the *Structural or Communicative?* chart. (Participants' Workbook, page 72).

3 Read instructions with participants.

4 Allow 10-15 minutes for participants to complete the chart, working alone.

5 Go over completed chart, eliciting comments from the group.

Answer Key

Structural or Communicative?

Instructions: Read each description on the left-hand side of the chart. In the right-hand column, write if each is an example of a *structural* or a *communicative* activity.

Activities	Types
1. The student repeats an utterance as soon as he or she has heard it.	Structural
2. Students are provided with a list of students from Ontario arriving for an exchange visit. Likes and dislikes are mentioned. Each student must decide on a welcome gift for his or her partner.	Communicative
3. The students re-write an affirmative statement in the interrogative.	Structural
4. The student re-phrases an utterance and addresses it to someone else, according to instructions.	Structural
5. The student folds a piece of paper to make an Origami bird as his or her partner reads the instructions.	Communicative
6. Students listen to instructions and trace a route on a map.	Communicative
7. Students are provided with cards on which are illustrated certain items; they must circulate to find the person with the corresponding name printed on the card.	Communicative
8. Students practise correct pronunciation, stress and rhythm, repeating utterances in chorus, imitating the teacher.	Structural
9. Students are provided with different parts of a mystery story and different clues to the solution of the crime. They must combine to solve the mystery.	Communicative
10. Students read their horoscopes and copy traits they agree with on a chart.	Communicative

WHAT
IS
COMMUNICATIVE?

DAY 4

Objectives of Day 4

- ***To become familiar with the types and features of communication-based activities***
- ***To recognize the relationship between communication-based activities and the learning process***

At the end of the session, the participants will be able to:

- identify various types of communicative activities
- identify the characteristics of communicative activities
- recognize the aspects of the learning process used during communicative activities

Table of Activities: Day 4

Page

Activity 1
Communicative Activities:
Types and characteristics 146

Activity 2
Communicative Activities and Learning 172

Activity 3
Is it Really Communicative? 175

Day	4	
Activity	1	***Communicative Activities: Types and Characteristics***
Objectives	•	To identify various types of communicative activities
	•	To identify the characteristics of communicative activities
Time	90 minutes	
References	Participants' Workbook, page 78	
Resources	Handout 6A, 6B, 6C, 6D, 6E, 6F, 6G, 6H, 6I, 6J, 6K	

Procedure

☞ *If Day 4 does not immediately follow Day 3, begin with a summary of the activities of Day 3. Also remind participants that for Day 5 they will need to bring the following material: pictures, magazines, pamphlets, paper, pen, scissors, scotch tape, MEQ Guides and Programs, etc. as they will be producing communicative activities.*

1. Refer participants to notes titled *Types of Communicative Activities* and go over them with the group.

2. Distribute series of activities titled *Communicative Activities*.

3. Participants work in teams of three or four. They study the activities, identify the type of activity illustrated in each case and write the word in the space provided.

4. Allow approximately 30 minutes for this part of the activity.

5. At the end of this period, check the answers with the group.

6. Draw attention to the fact that these activities are compatible with learners' and teachers' roles as described in Day 3, Activity 2.

7 Ask participants, *What are the characteristics of communicative activities?*

8 Brainstorm with participants.

9 Write list on the board as participants suggest characteristics until the end of the day. Leave this list on the board for reference until the end of the day. Make sure the following characteristics are brought out.

Characteristics of Communicative Activities

1. Learning activities are varied.
2. Learner-centred, based on real-life experience
3. Imply genuine communication
4. Necessitate use of authentic documents and place the learner in a genuine communication situation
5. Promote communicative intent and based on communicative intent
6. Promote interaction
7. Importance given to meaning
8. Call upon reasoning ability and creativity of learner
9. Present a wide variety of tasks, often with more than one possible answer
10. Make use of classroom as environment where genuine social and communicative interaction is possible
11. Are motivating
12. Create an atmosphere conducive to learning — non-threatening

☞ *This does not mean that every communicative activity will demonstrate all these characteristics. Each should, however, demonstrate as many as possible.*

10 Then brainstorm with participants on various genuine, authentic communicative situations in class, e.g.

- greeting students at the door
- giving classroom instructions
- talking about students' weekend (upcoming or past)
- talking about sports' event (upcoming or past)

11 Note that all the above are *spontaneous communicative* situations, while lessons are *contrived authentic* situations.

Reference Notes : Types of Communicative Activities

Information Transfer

* Activity involving the reproduction of information in a fully linguistic form from a diagrammatic or semi-diagrammatic form, or vice versa.

** When it is used to develop reading or listening ability, the transfer is from the verbal to the non-verbal mode of communicating. When it is used to develop writing or speaking ability, the transfer is from the non-verbal to the verbal mode of communicating.

*** Information-transfer activities are to a large extent guided note-taking and involve reading or listening for specific information. They involve the student in transferring information received in one way to another form.

Jigsaw Activities (Information-Gap Activities):

*** Jigsaw activities involve the sharing of information, only some of which has been given to each member of a group separately. This information when shared allows the group to get a more complete text and thereby solve some pre-set problem. Jigsaw activities can involve:

reading:	where bits of information are given through a written text
listening:	where the information is given orally
combined:	where some information is given orally and some in written form

The way in which the jigsaw information is shared may also vary: it may be shared in written, oral or combined form.

It is important to note that, if the information has been provided solely through visual/non-linguistic means, the jigsaw is aimed at production and not comprehension.

Role-Play Activities

*** Provide the learner with:

1. a chance to *rehearse* a situation he or she might meet in real life
2. intense listening and speaking practice in a fairly free and creative way
3. an opportunity to develop communicative coping strategies

The role-play situation is often described, to a greater or lesser degree, on role cards given to the students. Note that each team member would have different data relating to his or her role.

Physical Response

*** Physical response activities require that students perform some kind of action or series of actions. Many daily classroom commands fall into a communicative physical response kind of exchange.

Problem-solving

*** Problem-solving activities are those that place students in a situation where they must use the information provided and their own experiences to solve a problem. The problem may be quite simple or extremely complex, may have one right answer or no right answer. The element of problem-solving comes into many other kinds of communicative activities.

Surveys

*** Students circulate freely, asking each other for certain information which they then communicate in some way to someone else. They may report their findings orally, such as by introducing the people in the class most like themselves, or those who share a common feature, by writing a letter or by making a chart. Surveys can be done in a number of different ways.

---

* Palmer, D. M. January. 1982. "Information Transfer for Listening and Reading". *Forum*. Volume XX Number 1.

** Widdowson, H.G. 1978. *Teaching Language as Communication:* Oxford: Oxford University Press.

*** *Guide pédagogique, secondaire, anglais langue seconde, premier cycle.* M.E.Q. 16-3251-01.

Communicative Activities
Some examples

Type of Activity: ______________________

Example 1: **Knowing Me, Knowing You**

Déroulement de l'activité

Mise en situation

L'enseignant (e) explique aux élèves qu'ils vont participer à des activités spéciales pour le temps des Fêtes: *Nous allons échanger des voeux, décorer la classe et, au dernier cours, nous écouterons un conte de Noël. Au temps des Fêtes, nous participons souvent à des échanges de cadeaux. On nous demande parfois d'indiquer nos goûts ou d'autres renseignements sur nous-mêmes. J'ai préparé une fiche de renseignements personnels que je vais vous demander de remplir. Nous essaierons ensuite de déterminer quelles sont les préférences de la classe.*

- **Example 1-A**
  Déroulement

1. L'enseignant(e) remet une fiche de renseignements à chacun(e) des élèves. Il/elle étudie la fiche avec eux/elles et donne les explications requises.
2. Les élèves remplissent leur fiche de renseignements.
3. On discute des données fournies afin de déterminer les préférences de la classe (Favourite subject — Favourite sport outside school — Favourite singer/rock group and Favourite personality — Summer holidays) au moyen de questions/réponses. Voir *exemples de questions.*

Explications sur la fiche de renseignements

Part A

How old are you?

What's your favourite subject?

What sport do you enjoy at school?

What other activities are you interested in? (e.g. Student council, school band)

Part B

Do you like sports outside school?

Which one(s)?

Do you have a hobby?

Which one?

Do you enjoy listening to music?

Who/What is your favourite singer/rock group?

Do you have a favourite actor or sports personality?

Who is he/she?

What do you like to do during the summer holidays?

Where do you spend your summer holidays?

Exemples de questions

Teacher: *Linda, what's your favourite subject?*

Linda: *Math.*

Teacher: *How many other students have chosen math?*

Teacher: *Does anyone have a different subject he or she prefers?*

Teacher: *O.K. How many other students have chosen ______?*
etc.

L'enseignant(e) fait la compilation des résultats et inscrit au tableau les préférences de la classe. L'enseignant(e) peut prolonger l'activité let susciter davantage de participation des élèves en ajoutant des questions.

Exemples: **Why** ***do you like Gary Carter?***
Where ***do you go skiing?***

- **Example 1-B**
  Description de l'activité

Chacun(e) de vous sera jumelé(e) à un(e) camarade. Ce jumelage se fera au hasard. J'ai placé dans une enveloppe deux séries de chiffres de 1 à 16 (c'est-à-dire 2 fois le nombre représentant la moitié du nombre d'élèves dans la classe). Vous allez piger un numéro. Vous allez avoir à échanger des voeux avec ce (cette) compagnon (compagne), de même que lui choisir un cadeau de Noël. Il serait donc intéressant que vous le (la) connaissiez mieux. Vous recevrez chacun(e) une nouvelle fiche de renseignements que vous remplirez en questionnant votre compagnon (compagne).

Déroulement

1. Les élèves pigent au hasard pour déterminer qui sera leur *jumeau*.
2. L'enseignant(e) remet une fiche de renseignements à chacun(e) des élèves.
3. Les élèves remplissent la fiche de renseignements en questionnant leur compagnon (compagne).

Merry Christmas Everybody!

1-A: Knowing Me, Knowing You

Name: ______________________

Age: ______________________

Sex: M F

Part A

School Activities

Favourite subject: ______________________

Sports: ______________________

Other activities: ______________________

Part B

Leisure Activities (outside school)

Sports ______________________

Hobbies ______________________

Favourite singer/rock group ______________________

Favourite personality (actor, sports personality) ______________________

Summer Holidays ______________________

What did you do?

Where did you go?

Merry Christmas Everybody!

1-B: Knowing Me, Knowing You

Name: ____________________

Age: ____________________

Sex: M F

Part A

School Activities

Favourite subject: ____________________

Sports: ____________________

Other activities: ____________________

Part B

Leisure Activities (outside school)

Sports ____________________

Hobbies ____________________

Favourite singer/rock group ____________________

Favourite personality
(actor, sports personality) ____________________

Summer Holidays ____________________

What did you do?

Where did you go?

Communicative Activities
Some examples

Type of activity: ______________________________

Example 2: **Split Cartoons**

A sequential series of cartoons will be needed. The class is divided into groups, so that each group has one cartoon frame from the series. No group should show its cartoon to another.

To begin with, each group examines its cartoon very carefully and makes detailed notes on what it contains.

Next follows the phase of information exchange. Any group may send out one person at a time to any other group to find out about its picture. Any group may also receive one visitor at a time. Each group thus tries to build up a detailed idea of each of the pictures contained in the series.

When this has been done, the groups try to work out what the story of the whole sequence is. Each group may then work out a dramatization of the incident as they have interpreted it. Only after this has been done should the complete sequence be pieced together.

Communicative Activities
Some examples

Type of Activity: ____________________

Example 3: **Let's Make an Ornament**

Déroulement de l'activité

Mise en situation

L'enseignant(e) explique aux élèves que, pour créer une atmosphère des Fêtes dans la classe, ils (elles) vont fabriquer des décorations qu'ils (elles) pourront ensuite apporter à la maison pour garnir l'arbre de Noël ou leur chambre.

Déroulement

1. L'enseignant(e) offre le choix aux élèves de l'ornement qu'ils (elles) désirent fabriquer en leur montrant un exemple achevé de chacun.
2. Il (Elle) distribue les instructions appropriées ainsi qu'une feuille quadrillée et un carton de couleur.
3. Les élèves se regroupent par 2-3 (avec leur *jumeau* ou non, selon les possibilités et affinités, exemple: 2 élèves fabriquant la même décoration).
4. Les élèves fabriquent leur décoration, y écrivent leur nom puis aident l'enseignant(e) à les disposer dans la classe.

* Si l'on ne dispose pas du matériel suggéré (c'est-à-dire carton de couleur) on peut employer du papier d'emballage, des pages de bandes dessinées de couleur ou des sacs d'emballage que l'élève peut colorier, ou tout autre papier coloré et suffisamment rigide.

Communicative Activities
Some examples

Type of Activity ______________________________

Example 3: **Let's Make an Ornament**

Figure 1 **Bell**

Materials: Construction paper or other paper (two colours) — scissors — glue — pencil — string (heavy thread)

Directions:

1. Draw bell pattern.
2. Cut out the bell pattern.
3. Trace the bell on construction paper. (Trace two bells on two different colours of paper).
4. Cut out the bells.
5. Glue the two bells together.
6. Make a small hole at the top for a string.
7. Hang on the tree.

Figure 2 **Bird**

Materials: Construction paper or other paper (two colours) — scissors — glue — pencil — string (heavy thread)

Directions:

1. Draw bird pattern.
2. Cut out the bird pattern.
3. Trace the bird on construction paper. (Trace two birds on two different colours of paper.)
4. Cut out the birds.
5. Glue the two birds together.
6. Make a small hole at the top for a string.
7. Hang on the tree.

Communicative Activities
Some examples

Type of activity: ____________________

Example 4: **Emotions**

The teacher hands out a facial expression card to each student. He or she calls out a description such as *afraid* or *furious* and the students with the appropriate expression show their cards.

An alternative would be for the teacher to say: *Can anyone show me how a "surprised", "glad", (etc...) person looks?* Again, students with the appropriate card hold up their cards.

Once students have mastered the descriptors and synonyms, each could be asked to think up a sentence relating to the card he or she is holding.

A second alternative, for more advanced students, would be to give a set of four different cards to a group of four students and to ask these students to make up a short story, making use of the illustrated descriptors. Each student then contributes one sentence to the story.

Descriptors and synonyms

Afraid (scared)
Sad (upset, depressed, feel terrible, feel awful)
Glad (happy, feel terrific, feel fantastic)
Furious (angry)
Surprised (shocked)
Worried (anxious)
Grateful (appreciative)

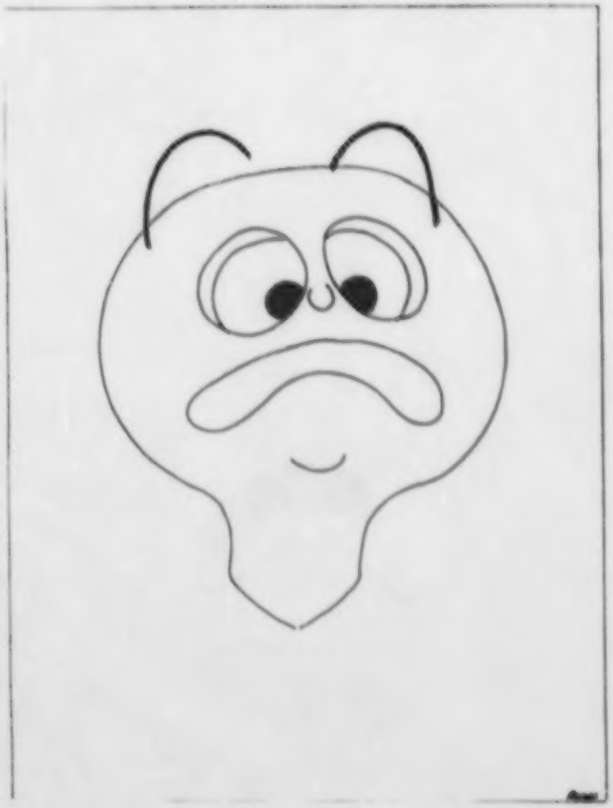
Intended audience

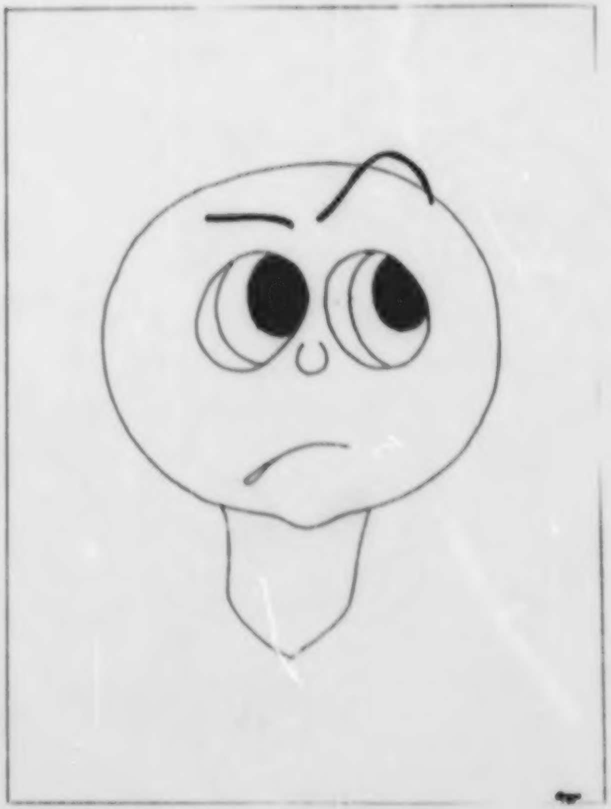
First cycle secondary

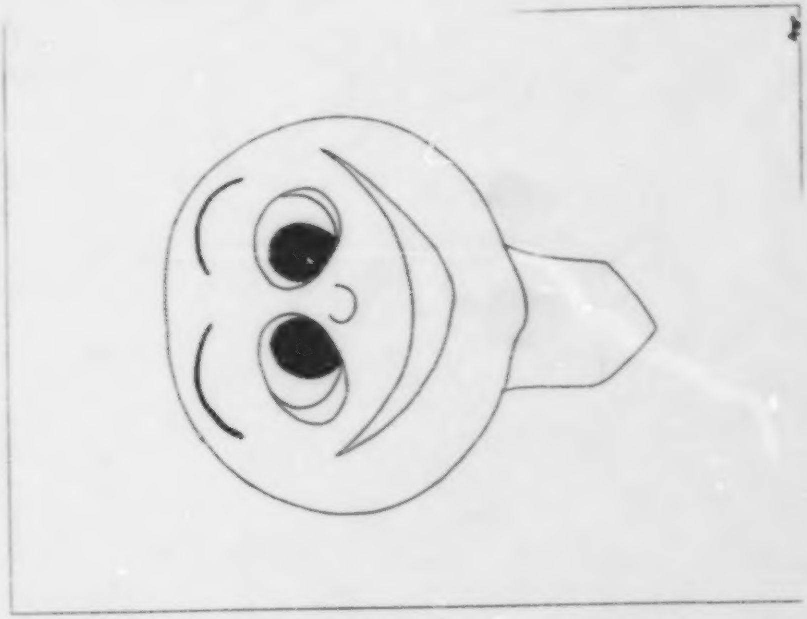
Aims of activity

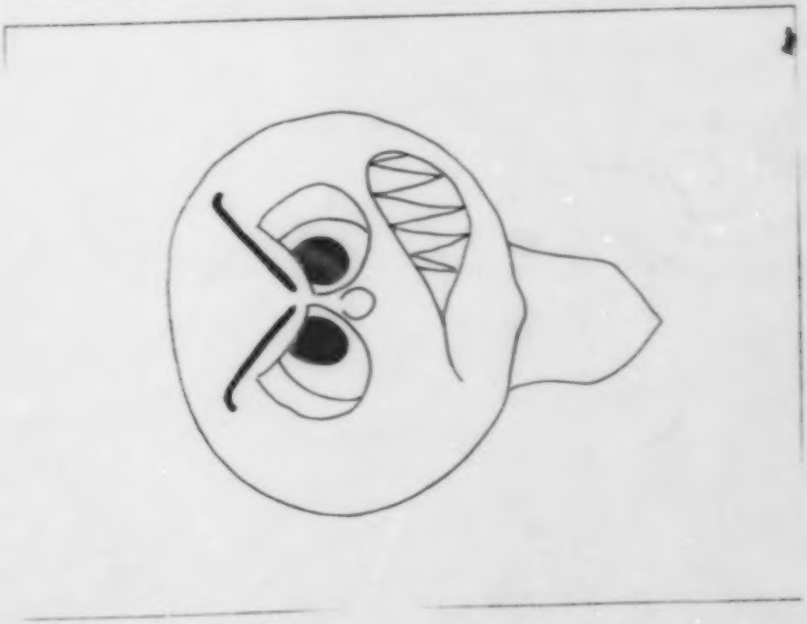
Enable students to learn vocabulary related to feelings

Give students practice in making up and telling a story





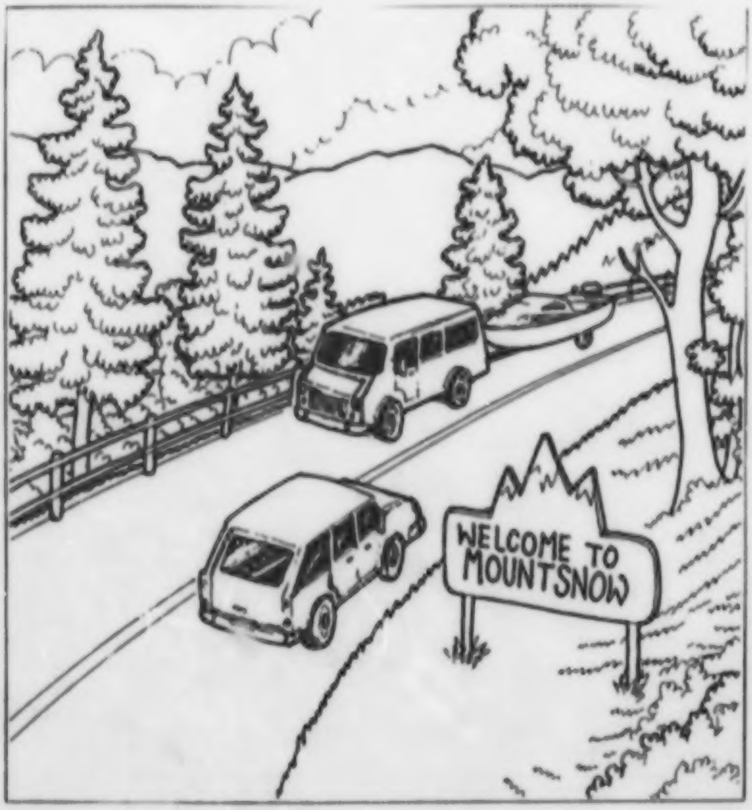




Type of Activity

Example 5A **Kaleidoscope 6**

Directions: First, colour the picture. Then find a student with Activity Sheet 5B. Ask him or her to take a blank sheet of paper. You must describe what is on your sheet. Your partner tries to draw an identical picture. Take turns, and don't look at your parner's picture till the end.



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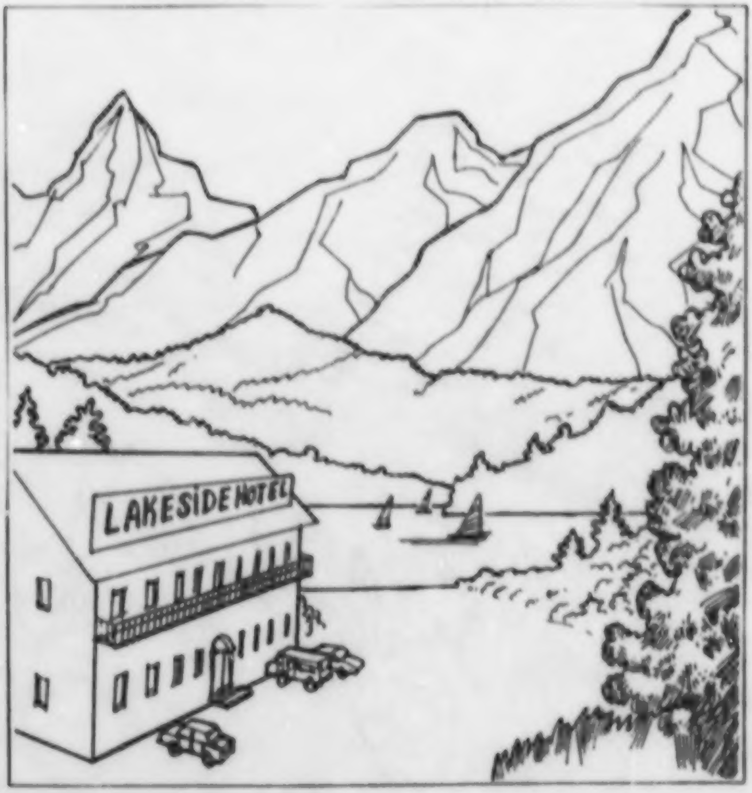
Communicative Activities
Some examples

Type of Activity ______________________

Example 5B

Directions: First, colour the picture. Then find a student with Activity Sheet 5B. Ask him or her to take a blank sheet of paper. You must describe what is on your sheet. Your partner tries to draw an identical picture. Take turns, and don't look at your parner's picture till the end.



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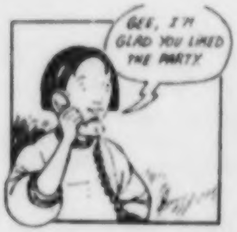
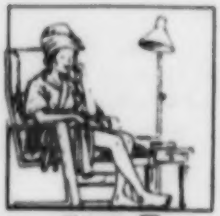
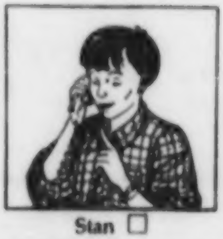
Communicative Activities
Some examples

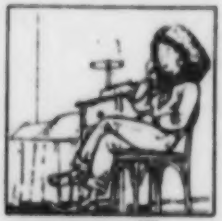
Type of Activity ____________________

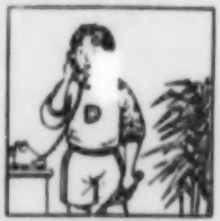
Example 6 **Talking about the Party**


GEE, I'M GLAD YOU LIKED THE PARTY

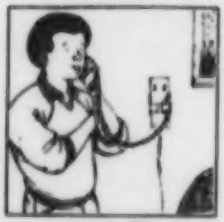

Sharon ☐

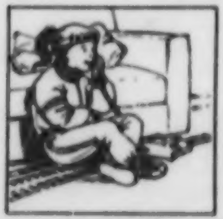

Stan ☐

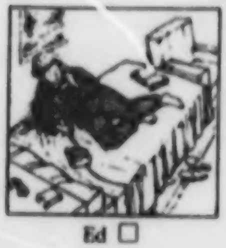

Joanne ☐



Don ☐


Glen ☐


Maggie ☐


Ed ☐

It's the day after the party. The guests are calling Angela to thank her. Decide the order of the calls by giving each person a number. Then find a partner and guess what's on his/her sheet.

My partner's choices: (Write in the names as you guess them.)

First caller ____________________
Second caller ____________________
Third caller ____________________
Fourth caller ____________________
Fifth caller ____________________
Sixth caller ____________________
Seventh caller ____________________

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Type of activity: ____________________

Example 7: **Our Choice**

The students work in groups of five. Each group is a committee that administers a scholarship fund for overseas students coming to study in their country. There should, however, be six people on the committee. Each group therefore has to decide which of the following six people they would invite to join their committee. They are looking for someone who should not be biased in his or her opinions and who would have plenty of time to devote to this committee.

a) *Brendan Watkyn-Smythe:* **sixty-five years old, with an invalid wife. He had thirty years, experience as a school board administrator, and has worked on many educational committees. Last year he had a heart attack but has fully recovere, and was recently elected to his town council.**

b) *Celia Greenhill:* **thirty years old. Single. Has had a brilliant and rapid career in a variety of jobs — advertising, administration of a college of higher education, editor of an educational magazine, etc. Was involved in a divorce scandal last year, and is said to be very ambitious. However, she has very good connections with people in power and has access to funds.**

c) *Gillian Tender:* **forty years old. Married to a Jamaican, with five children. All her experience has been with a local school board. The last five years have been spent dealing with the foreign students section. She has a reputation for being efficient but lacking in human warmth.**

d) *Brian Groom:* **forty years old and married to a foreign diplomat, with two children at university. Has had long experience in teaching in foreign universities, mainly in Europe, though he has travelled extensively elsewhere. He had a nervous breakdown a year ago, but has since started work as a freelance writer of children's books, and has already had one book published.**

e) *Amiri Kofi:* **forty-eight years old. A well-known African writer, living in exile in Montreal. She was imprisoned for five years in Africa for her support to the opposition party. Her three children go to school in Canada. In spite of her experience, she is very pro-African. Last year, she remarried for the third time. Her husband is the well-known Marxist philosopher, Karl Planck.**

f) *Godfrey Crane:* **fifty years old. Married, with two children, both in business. Conservative MP for a wealthy area. He has travelled widely in Africa, Asia and South America, and is the Parliamentary Assistant to the Secretary of State. He is said to drink too much. Last year, he was investigated concerning a bribery case, but was cleared. A very influential person.**

After making their choices, the groups should share their conclusions with the class, giving the reasons for the choice they made.

Communicative Activities
Some examples

Type of activity: ____________________________________

Example 8: **Biking Survey**

Cette activité peut se réaliser en partie en classe, à l'école ou à la maison. À ce stade-ci de l'année, on pourrait même tenter l'expérience d'inviter des élèves de niveau supérieur pour réaliser ce sondage. L'enseignant(e) pourra vouloir compiler les résultats sur un grand tableau et poursuivre jusqu'où il/elle le voudra l'aspect technique d'un sondage.

Ask your friends when and why they use their bikes. Try to find ten people for your survey.

Fill in the chart, then share your answers with the class. You'll have a good idea of how people your age use their bikes.

Name	*When*		*Why*					
	Every day	On weekends only	To go to school	After-school rides	Rides near home	Errands	Visit friends	Go on trips
TOTAL								

Communicative Activities
Some examples

Type of activity ____________________

Example 9: **Alike but Different**

The teacher hands out sets of pictures to pairs of students. The students are not to show their partners their respective pictures. They must describe their picture to each other in order to identify similarities and differences in each picture. The following similarities and differences should be brought out.

Similarities:

Departure 10 : 00

Arrival 2 : 00

Two runways

Differences:

Plane taking off vs landing

Five passengers vs three passengers

Passengers getting on vs getting off

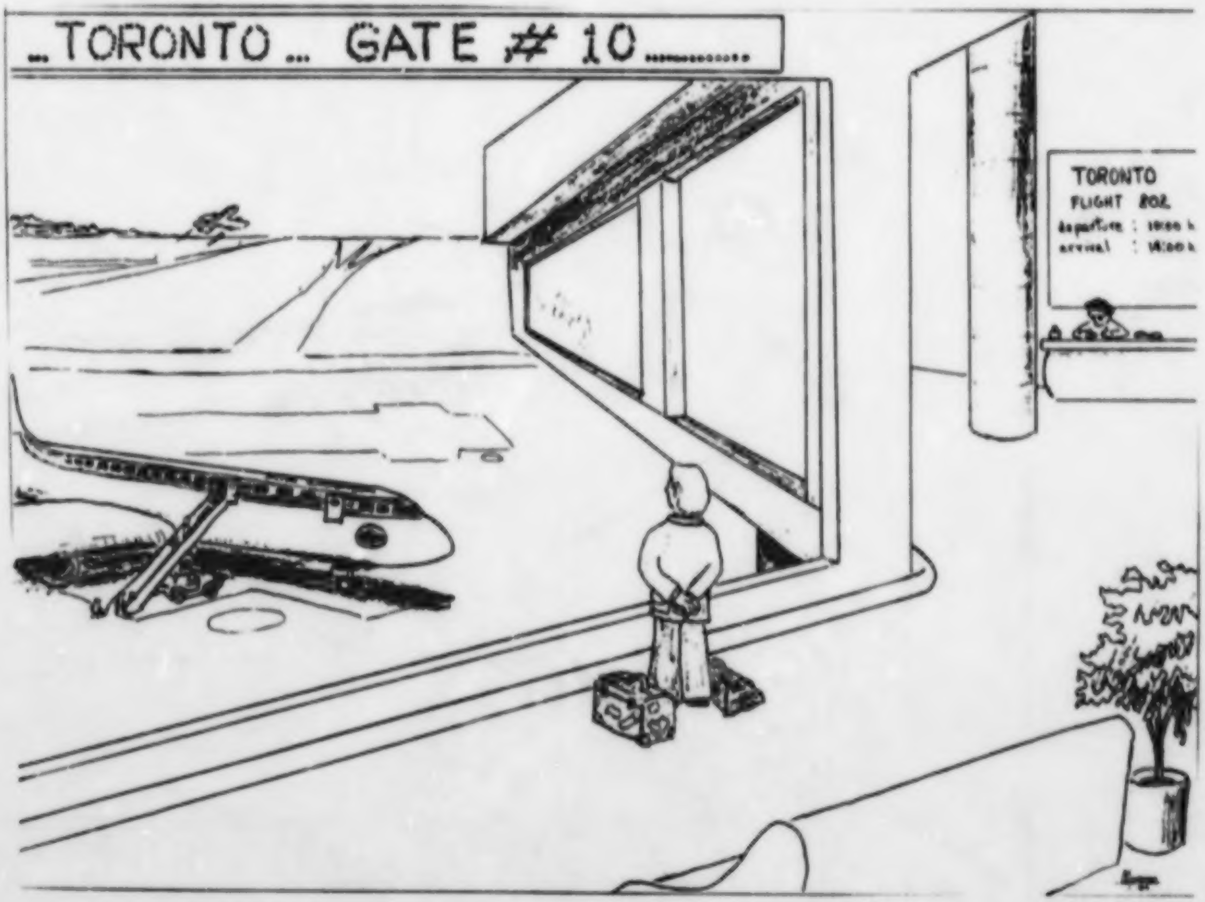
Gate 10 vs Gate 11

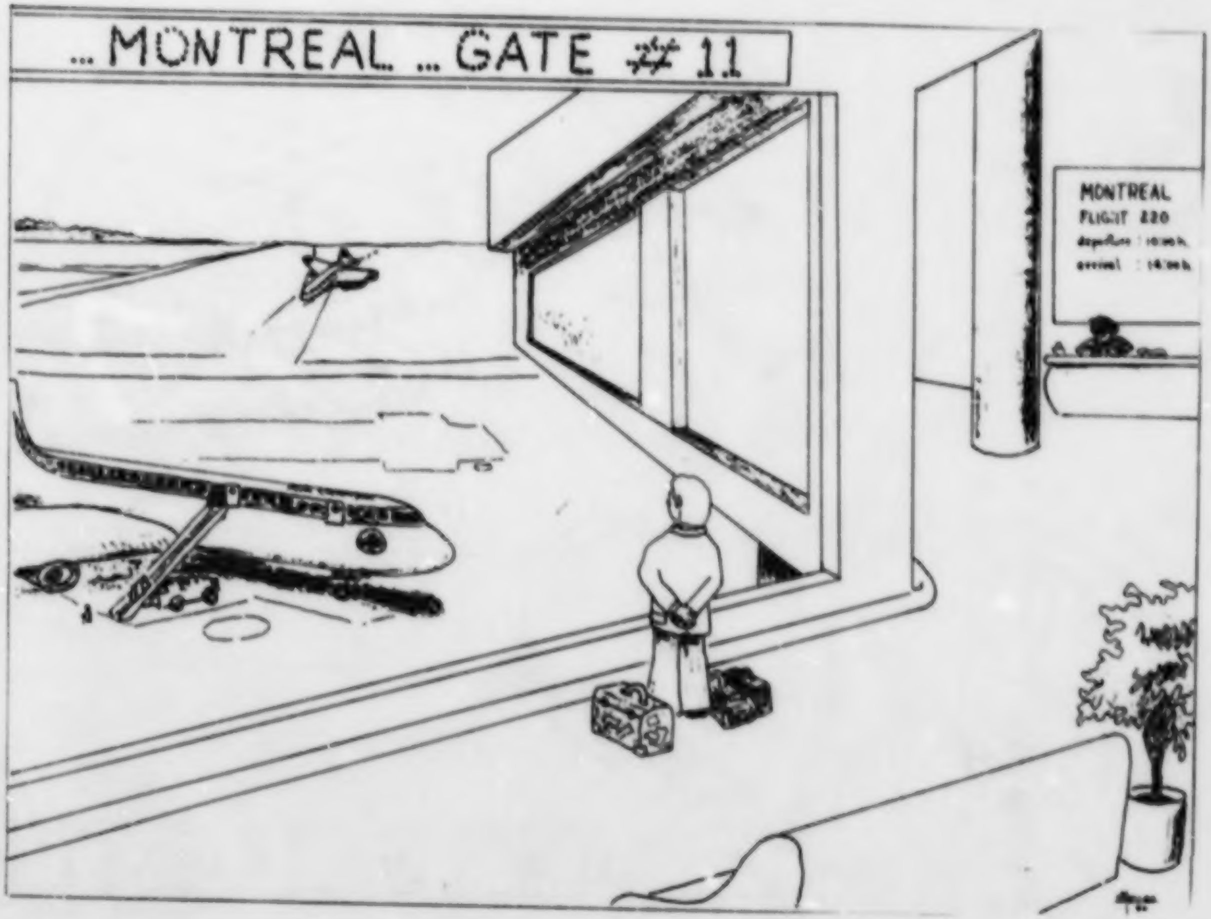
Destination Toronto vs Montreal

Flight number 202 vs 220

Suitcases: two vs three

Note: This activity may be preceded by a brainstorming activity if the teacher feels students need to go over the vocabulary necessary to proceed with the game.


TORONTO ... GATE # 10 ....
TORONTO
FLIGHT 802
departure : 10:00 h
arrival : 14:00 h


... MONTREAL ... GATE # 11
MONTREAL
FLIGHT 220
departure : 10:00 h.
arrival : 14:00 h.

Communicative Activities
Some examples

Type of activity: ______________________

Example 10: **Draw a person**

Ask students to:

A) Draw a woman wearing earrings, a bracelet, a ring, a chain, a sleeveless dress and a pair of high-heeled shoes.

B) Draw a man wearing jeans, a jacket with a big pocket, a scarf, a turtle neck sweater and a pair of boots.

C) Etc.

Communicative Activities
Some examples

Type of activity: ______________________________

Example 11: **To Toronto**

Tâche A

Tu es dans un centre d'achat à Toronto. Tu désires te rendre au magasin Eaton.Tu rencontres un(e) jeune anglophone et tu lui demandes des indications.

Tu parles en premier. Tu dois...

1. ... engager la conversation.
2. ... demander où se trouve l'endroit que tu cherches.
3. ... remercier et terminer la conversation.

Tâche B

Tu es dans un centre d'achat à Toronto. Un(e) jeune s'approche de toi et te parle en anglais.

Tu parles en deuxième. Tu dois...

1. ... répondre aux salutations.
2. ... donner des directives demandées.
3. ... terminer la conversation.

Answer Key

Communicative Activities

Activity 1: Information transfer

Activity 2: Problem-solving
Jigsaw

Activity 3: Physical response
Information transfer

Activity 4: Jigsaw

Activity 5: Information transfer
Physical response

Activity 6: Information transfer
Survey

Activity 7: Problem-solving

Activity 8: Survey

Activity 9: Problem-solving

Activity 10: Information transfer
Physical response

Activity 11: Role play

Day	4	
Activity	2	***Communicative Activities and Learning***
Objective	To analyse communicative activities with respect to the learning process	
Time	90 minutes	
References	Participants' Workbook, page 81	
Resources	None required	

Procedure

1 Have pairs of participants select two of the activities from Activity 1 and analyse them with respect to the *Methods and Learning* chart.

☞ *Have participants draw numbers, or devise some other means of ensuring that each team analyses a different activity.*

2 Ask each team to present its findings to the group.

3 Elicit comments and clear up any ambiguity.

☞ *No answer key is provided since answers may vary depending on activities selected by the teams. Some variation will result from participants' interpretation of aspects of the activity.*

Methods and Learning

Instructions: Identify the activity.

Learner/Teacher /Process	Type of Activity
1. The learner perceives the problem as potentially significant, relating to his or her everyday situation.	
2. The teacher prompts awareness of potential significance.	
3. The learner perceives the problem as responding to a need and develops motivation for learning.	
4. The teacher promotes motivation through various stimuli.	
5. The learner assumes responsibility for learning, becomes personally involved.	
6. Activities are learner-centred rather than teacher-centred.	
7. The teacher focuses attention on relevant information.	
8. Opportunity is given for learners' personal input.	
9. The teacher suggests various experiences , e.g. "Imagine this, or that."	
10. The learner practises newly acquired skill,forming and verifying hypotheses.	
11. The teacher creates favourable conditions for practice.	
12. The learner compares his or her own results with the world around him or her.	

Learner/Teacher Process	Type of Activity
13. The teacher provides feedback. 14. The learner can demonstrate the relevance of what he or she has learned. 15. The teacher promotes integration and generalization of new learning through extension and/or enrichment activities. 16. The learner is able to generalize his or her new knowledge/skill to new situations. 17. Formative evaluation verifies and promotes learning.	

Day	4	
Activity	3	***Is It Really Communicative?***
Objectives	•	To analyse a variety of activities with respect to the characteristics of a communicative activity
	•	To gain experience in identifying activities that claim to be communicative but that are, in fact, often structural
Time	90 minutes	
References	Participants' Workbook, page 84	
Resources	None required	

Procedure

Part 1

1 Tell participants, *We often see activities that claim to be "communicative" in textbooks or elsewhere. Are they really communicative?*

2 Go over the list of characteristics of communicative activities written during Activity 1 which should still be on the board.

3 Refer participants to the checklist, *Characteristics of a Communicative Activity* (Participants' Workbook, page 85) which contains most of the characteristics brought out during Activity 1.

4 Refer to the examples (Participants' Workbook, pp. 86-94).

5 Ask participants to work in teams of two or three. They should study each activity and decide if it is really communicative or not, referring to the list of characteristics.

☞ *All of these activities will demonstrate some of the characteristics attributed to communicative activities, but will lack certain traits, such as personal input on the part of the learner, the possibility of more than one correct answer, a genuine communicative intent or an authentic situation.*

6 Allow approximately 30 minutes for this part of the activity.

7 At the end of the allotted time period, ask participants to share their findings with the group.

Part 2

1 Ask participants to select one of the activities they have just studied and modify it so that it displays the characteristics of a communicative activity. Ensure that each team works on a different activity.

2 If time allows, have each team of participants present the modified activity.

> ☞ *You may wish to collect the modified activities to duplicate and distribute to the participants.*

3 Remind participants that they should collect the material needed for the design and production of a communicative activity, which they will do on Day 5.

Characteristics of a Communicative Activity

A Checklist

Instructions: Study each example.
Check (√) each characteristic displayed by the activity.

	Example							
Characteristics	1	2	3	4	5	6	7	8
1. Based on learners' needs and interests								
2. Motivating								
3. Necessitates genuine exchange of information								
4. Presents a variety of tasks								
5. Often allows for more than one possible answer								
6. Places learner in a genuine communication situation								
7. Is learner-centred								
8. Is based on real-life experiences								
9. Importance is given to meaning rather than structure								
10. Based on communicative intent, promotes interaction among learners								

Example 1

Answer Key

Odd-one Out

Circle the odd-one out.

a) Wrestling, roller-skating, racquet-ball, *catcher*, high jump

b) Coach, trainer, captain, referee, *figure skating*

c) Score, win, *judge*, lose, defend

d) Medal, pennant, *runner*, trophy, cup

e) *Referee*, gymnastics, biking, jogging, skiing

f) Sweatshirt, sweatband, jogging suit, *goal*, sneakers

g) Champion, *league*, winner, loser, runner up

h) Point, score, goal, result, *sailboat*

i) Downhill skiing, snowshoeing, *pitcher*, scuba diving, track and field

j) Hiking, contact sport, ringuette, *speed*, squash

Example 2

Answer Key

A Guessing Game

Try to find the missing word according to the meaning of the sentences. This game can be played in pairs.

1. When you don't win, you *lose*.
2. The *judge* decides whether the goal is good or not.
3. He or she is the person wearing a striped shirt at hockey. He or she makes sure the rules of the game are followed. He or she is the *referee*.
4. When you are not a professional, you are an *amateur*.
5. He has a tennis *court* in his backyard.
6. He or she wins all the time. He or she never loses a game. He or she is a real *champion* .
7. Dale Hunter is a hockey *player*.
8. To get up a hill, a skier uses a *ski-tow*.
9. A goal in football is called a *touchdown*.
10. Last night, there was a bike *race* at the Velodrome.
11. After a long season at hockey, the team finally won the Stanley *Cup*.
12. This sport is a woman's specialty. It looks like hockey. It's called *ringuette*.
13. This game is played with racquets and a rubber ball in a walled court. It's called *squash*.
14. This sport is for people who like to walk on snow. It's called *snowshoeing*.
15. The person who tells the players what to do on a team is a *coach*.

Example 3

Answer Key

Listing

Charlie has written a tourist brochure on Quebec City but he's forgotten a few words. Try to help him complete his text by choosing the best words from the list.

The Quebec region

(1) *welcomes* you.

(2) *Founded* more than than 300 years ago by Samuel de Champlain, the great French explorer, Quebec is filled with (3) *history*, tracing the beginnings of Canada and the entire (4) *North* American Continent.

The region offers many things to see and do. Whether you visit the (5) *famous* Montmorency Falls in Beauport to the (6) *east*, the (7) *interesting* zoo in Charlesbourg to the (8) *north*, the Indian (9) *village* at Loretteville, the Aquarium or the campus of Laval University in (10) *west* - end Sainte-Foy, or the historic Jesuits' House in Sillery, there is something to please every visitor.

You will be enchanted by this very (11) *special* city and its surrounding region.

List

1) a) watches
b) welcomes
c) visits
d) describes

2) a) situated
b) prepared
c) founded
d) wanted

3) a) facilities
b) scenery
c) history
d) services

4) a) west
b) east
c) south
d) north

5) a) famous
b) quiet
c) private
d) ordinary

6) a) south
b) north
c) west
d) east

7) a) dangerous
b) interesting
c) clean
d) historical

8) a) north
b) south
c) east
d) west

9) a) city
b) countryside
c) village
d) town

10) a) west
b) south
c) east
d) north

11) a) special
b) quiet
c) ordinary
d) natural

Example 4

Answer Key

What Is It?

Set A — Riddles

1- Water surrounded by land is called: *lake*

2- Land surrounded by water is called: *island*

3- To go to Orleans island, we have to cross a all roadway across the St Lawrence River. It's called a *bridge*.

4- It is smaller than a city. There are a few houses and stores. Not many people live here. It is a *village*.

Set B — Riddles

1- You'll find many stores and businesses here. Many people live here. It's bigger than a town. It's a *city*.

2- You'll find flowers, fruits or vegetables here growing in beds. Its a *garden*.

3- I want to visit the city, but not by myself. I'll go with a group with a guide. I'll take a *guided tour*.

4- A trip on a boat is called a *cruise*.

Set B — Answers

garden
city
cruise
guided tour
exhibition

Set A — Answers

village
island
lake
bridge
amusement park

Example 5

Answer Key

Data Base

Janet is explaining how to use a computer to her friend Bobby. Help her by completing the following text.

How to use a computer

See
Print
Have
*print* *NEXT* to begin. Don't
forget
remember
lose
*forget*

to enter the file name or code. It's
small
bad
necessary
necessary to

call
obey
hear
*obey* the directions because the computer doesn't

allow
need
forget
*allow* any
letters
codes
errors
*errors* or blank spaces.

Press *SHIFT STOP* to
leave
write
give
*leave* the program

you are in.

You may sometimes see the word
help
lunch
soup
*help*

at the
bottom
outside
under
*bottom* of the screen. Use this key if you need more

information about your program.

The key *DATA* will make you
end
return
stop
*return* to the

very beginning of the program.

Example 6

Answer Key

Weather Forecasts

No answers are given since the pictures provided will determine these.

The teacher hands out weather pictures to the students. He or she then calls out *weather forecasts* and the students write the number of the forecast under the correct picture.

1. Light rain is expected this evening.
2. Sunny this morning and this afternoon
3. This afternoon will be windy.
4. The meteorologist predicts a snowstorm this evening.
5. Decreasing cloudiness is expected tomorrow.
6. The temperature is going to be hot with a high of 30° Celcius.
7. The present temperature is minus 30° Celcius.
8. There's a possibility of a thunderstorm at the end of the day.
9. Heavy fog is expected in the morning.
10. There's a probability of scattered flurries this evening.

Example 7

Answer Key

Two Words, One Idea

The teacher gives list A to one student and list B to a second student. They must work together to match each pair of synonyms. They may use a dictionary.

Two words — one idea

List A

Part 1

1.	worried	4
2.	can't stand	1
3.	hope	2
4.	wonderful	5
5.	certainly	3

List A

Part 2

1.	hate	3
2.	great	5
3.	hard	4
4.	dull	1
5.	disgusting	2

List A

Part 3

1.	agree	2
2.	absolutely	4
3.	possible	5
4.	don't care	1
5.	feeling	3

List A

Part 4

1.	doesn't matter	3
2.	to be down	4
3.	good luck	5
4.	express	1
5.	to be crazy about	2

Two words — one idea

List B

Part 1

1.	dislike	2
2.	wish	3
3.	sure	5
4.	anxious	1
5.	magnificent	4

List B

Part 2

1.	boring	4
2.	awful	5
3.	detest	1
4.	easy	3
5.	super	2

List B

Part 3

1.	don't mind	4
2.	disagree	1
3.	mood	5
4.	definitely	2
5.	impossible	3

List B

Part 4

1.	show	4
2.	adore	5
3.	doesn't bother me	1
4.	to be blue	2
5.	best wishes	3

Example 8

Answer Key

Dialogue

Situation
Diane and Don have a date. Don arrives as Diane is getting ready.

Instructions
Read the passage and answer the questions.

Diane: Who's ringing the doorbell?

Don: It's Don. I'm looking for my key, but it's not in my pocket.

Diane: Come in. The door isn't locked — it's open.

Don: Hi, Diane. Where are you?

Diane: In the bedroom. I'm brushing my hair and putting on my new perfume. I'm dressing for our date.

Don: Well, I'm taking off my coat and I'm sitting down in the living room. I'm smoking my pipe.

Diane: Here I am. What's the matter? You're sneezing and coughing.

Don: I think I'm getting a cold. I really think I'm giving up smoking!

Questions

1. Where is Diane?

   a) outside the door
   b) *in the living room*
   c) in the bedroom

2. How is Don feeling?

   a) *sick*
   b) normal
   c) fine

PRODUCTION
OF
COMMUNICATIVE
ACTIVITIES

DAY 5

Objectives of Day 5

- ***To practise designing activities compatible with communicative approach to language learning***

At the end of the session, the participants will be able to:

- **design communication-based activities**
- **evaluate the relative merits of various techniques in achieving communicative purposes**

Table of Activities: Day 5

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Activity 2
Roundtable Discussion 197

Day	5	
Activity	1	***Production of Communicative Activities***
Objective	To practise designing activities suitable for use in the communicative approach	
Time	2-3 hours	
References	Participants' Workbook, page 100; MEQ programs and guides	
Resources	Activity-type cards	

Procedure

☞ *If Day 5 does not immediately follow Day 4, summarize the activities of Day 4, particularly Activity 1, which illustrates the characteristics of a communicative activity.*

1 Ask participants to form teams of two or three.

2 Distribute to teams, at random, cards bearing the name of a type of communicative activity. (Print enclosed sheet on cardboard and cut into cards or use sheet as is.)

3 Ask each team to design and produce a lesson that features an activity of the type indicated on the card, trying to include as many characteristics of a communicative activity as possible and paying attention to the three phases of the learning process.

4 Refer to the programs and guides as needed:

Primary:	Program (16-2204), pp. 29-108 Guide (16-2204-01), pp. 17-29
1st cycle Secondary:	Program (16-3251), pp. 25-65 Guide (16-3251-01), pp. 33-49
2nd cycle Secondary:	Program (16-3252), pp. 37-60; 68-72 Guide (16-3252-01), pp. 9-19; 93-95

5 Once the first phase of the activity is completed, ask teams to exchange activities. Each team carries out the activity it has received and analyses it, using the checklist designed for Day 4, Activity 3, *Characteristics of a Communicative Activity.*

☞ *Arrange to have all activities copied and distributed to the participants.*

Production of Communicative Activities

Type of activity: ______________________

Focus of activity (Function, Notion, Skill): ______________________

Description of activity:

Characteristics of a Communicative Activity

A Checklist

Instruction: Study the activity.
Check (√) each characteristic displayed by the activity

Characteristics	Check
1. Based on learners' needs and interests	( )
2. Motivating	( )
3. Necessitates genuine exchange of information	( )
4 Presents a variety of tasks	( )
5. Often allows for more than one possible answer	( )
6. Places learner in a genuine communication situation	( )
7. Is learner-centred	( )
8. Is based on real-life experiences	( )
9. Importance is given to meaning rather than structure	( )
10. Based on communicative intent, promotes interaction among learners	( )

Information	**Transfer** **Jigsaw**
Role Play	**Physical** **Response**
Problem-solving	**Survey**

Day	5
Activity	2 ***Roundtable Discussion***
Objective	To analyse and discuss various activities and techniques with respect to the communicative approach, to learners' and teachers' roles and to the learning process
Time	90 minutes
References	None required
Resources	None required

Procedure

☞ *This activity calls for the participation of the whole group, seated at a circular table or with desks arranged in a circle.*

1 **Ask each team to present the activity it produced in Activity 1.**

2 **Then ask the team that analysed the activity to present its findings.**

3 **Lead the discussion, bringing out points concerning characteristics of the communicative approach and the roles of learners and teachers, and relating each activity to the learning process.**

☞ *Refer to notes from previous days to prepare for this activity.*

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Handout Kit

From Methodology to Strategy

APPROACH:	Theory about the nature of language, language learning and the process involved in its use
METHODOLOGY:	Field of study that takes into account the theories of language learning for the purpose of generating methods of language teaching
METHOD:	Selection and organization of language content and suitable techniques for the implementation of a given approach to language learning
TECHNIQUE:	Procedure or activity used in class by a teacher to implement a particular method or to accomplish an immediate objective
STRATEGY:	Particular trick or learning tool that the student develops to facilitate learning

Catch the Ten

Catch the Ten is so called because one of the chief objects of the game is to catch the ten of trumps and have it in one's hand at the final count.

A pack of thirty-six cards is used, the twos, threes, fours and fives being rejected, the remainder ranking ace, king, down to the six, with the exception of the trump suit for the time being, in which the order is J, A, K, Q, 10, 9, 8, 7, 6.

Any number from two to eight may play. As it is necessary that each player has the same number of cards, when there are eight players all the sixes are removed from the pack, and when there are five or seven the six of spades is removed. In some circles this last is not done, and the same effect is produced by the thirty-fifth card being turned up for trump and the thirty-sixth being discarded, after being shown round.

If the party consists of two, three, five, or seven, each plays on his or her own account. Four play in partnership, as at whist; six may either play three against three, A, C, and E, against B, D, and F, or in three couples, each pair, A and D, B and E, and C and F, playing against the two others. Eight may either play four against four, or in four independent partnerships, each pair against the other three pairs. Partners and adversaries sit alternately, as at whist.

The method of dealing varies with the number of players taking part. When there are only two the dealer gives six cards, one at a time, to each, then six more, in a separate heap, and then — again in a separate heap — six more, the last being turned up for trumps. Thus, each player has three separate hands, which are played independently. When three play the cards are dealt in much the same manner, two separate hands of six being given to each. With any other number of players the cards are dealt in rotation from left to right, as usual, due allowance being made, as above, for an odd number of cards when there are five or seven taking a hand.

If the dealer does not have the pack cut before dealing, if he or she exposes any of his or her adversaries' cards (unless already faced in the pack), or if he or she gives too few or too many to any player, it is a misdeal, and the deal passes. When stakes are played for, they are for so much a game; there are no rubbers. In partnership games losers pay the winning opponent on the right; and it should be settled before play commences who pays for revokes: the revoking player or his or her side. (N.B.: to revoke = to fail to follow suit when able to do so)

The object of the players is to secure the tricks containing certain cards which have a special scoring value, and the first side (or player) to score forty-one points wins. The scoring cards are:

Knave	of trumps	counts	11	points.
Ten	"	"	10	"
Ace	"	"	4	"
King	"	"	3	"
Queen	"	"	2	"

Any court card in trumps can catch the ten, but the knave is the best, so cannot go to any player but he or she to whom it is dealt.

Scores are also made for cards. At the end of each hand players count the number originally dealt to them.Thus, if four are playing they would each have nine cards to start with; if the players on one side take seven tricks (twenty-eight cards) they would score ten for cards, as they have ten more than they began with, and this is added to anything they may have won in trumps or in catching the ten.

The play of the hand follows the rule of ordinary whist; but the special object in the play is to catch or save the ten, as it makes a difference of 20 to the score. It is not necessary to keep the tricks separate, as at whist, but one player should gather for his or her side. When two or three play the hands must be played in the order in which they are dealt, and the trump card must be left on the table until the dealer takes up the last hand.

One player should keep the score — which is made up at the end of each hand — on a sheet of paper.

Matrimony

Matrimony is played with the full pack of fifty-two cards, and everyone taking part is provided at the outset with an equal number of counters. The only equipment needed is a good-sized strip of paper or cardboard on which are marked the words:

MATRIMONY	**INTRIGUE**	**CONFEDERACY**	**PAIR**	**BEST**

This is called the *lay-out.* Any king and queen is *matrimony,* queen and jack *intrigue,* king and jack *confederacy;* any two cards of the same denomination form a *pair,* and the ace of diamonds is always *best.*

The dealer takes any number of counters he or she fancies from his or her supply, and distributes them just as he or she chooses over the various divisions of the lay-out — all having at least two — and then each player takes a number of counters, one less than the dealer's, and distributes them as he or she pleases.

The cards are next cut, and the dealer gives one to each player, face down; and then another, face up. If the ace of diamonds should be one of the face cards, the player to whom it has fallen takes all the counters on the lay-out, and the cards are gathered, shuffled, and dealt again by the next player on the left, beginning a fresh pool in the same way as before. If the ace of diamonds does not turn up, each player in turn, starting with the hand on the dealer's left, exposes his or her down card. The first who turns up *matrimony* takes all the counters on that division of the lay-out, and, in the same way, the first to discover *intrigue, confederacy,* or a *pair,* takes all on that particular division. Apart from the face cards, the ace of diamonds is of no value except as one of a pair, and the pool for it remains until the card is dealt face up. Any of the pools that are not won remain until the following deal — or until they are won — and may be added to in the ordinary way.

Speculation

Speculation is played with the full pack by any number of persons, each of whom is provided with a like number of counters. A pool is formed by each contributing the same amount, the dealer paying double.

Three cards are dealt to each player, and the next card turned up for the trump suit; this extra card belongs to the dealer, and should it prove to be an ace, that round is over and the dealer takes the pool.

The object of the players is to hold the best trump among the cards dealt. If the turn-up — not being an ace — is a fairly high card, it becomes an object of speculation: the dealer enquires, "Who buys?" and names his or her price — so many counters — and the purchaser, if any, takes the card after paying for it and places it face upwards on the top of his or her hand. No player may look at his or her hand until the time comes, and anyone transgressing this rule is fined so many counters for each card looked at, these being added to the pool.

Play begins by the oldest hand turning up his or her top card; if it is not a trump the next player turns up his or hers, and so on in rotation until a higher trump than the turn-up card is reached. This in turn becomes an object of speculation, and the owner, whether by purchase or otherwise, of the highest trump exposed for the time being is exempt from turning up any further card until his or hers has been beaten.

The essence of the game is sale and purchase, and cards may be auctioned and sold to the highest bidder. Not merely an exposed card can be sold, but any card, or even a whole hand. The purchaser may not look at them, but adds them to those he or she already holds, exposing one at a time as his or her turn comes round. It will be readily understood that an unknown card is of much less value than one which is a probable winner and prices rule accordingly. The price of the highest exposed card naturally increases towards the close of the hand, when there are but few cards remaining to be turned. When there are only two or three left, it is often worthwhile for the holder of the exposed card to purchase them unseen — to avoid the risk of one of them destroying the value of his or her own. Of course the turning up of the ace of trumps ends the hand, and a new deal starts.

There are one or two optional additions to the game, which can be adopted if it is not sufficiently exciting as it stands. In some circles, for instance, anyone turning up a five or a jack pays one or more counters (as may be agreed) to the pool. In others, again, the game is played with an extra hand, which is not touched till all the rest have been exposed. Should this prove to hold a higher trump than the apparent winner, the pool is left, there being, therefore, a double pool for the next round.

All-Fours

All-fours is usually played by two players, with the full pack of fifty-two cards, which rank in play as at whist, the ace being the highest, and the two the lowest. The game is seven points.

There are four different items which count towards the score, whence the name All-fours. Such items are as follows:

HIGH	The highest trump out, scoring one to the original holder
LOW	The lowest trump out, scoring one to the original holder
JACK	The knave of trumps, scoring one to the dealer, if turned up; if otherwise, to the winner of the trick to which it falls
GAME	Scoring one to the ultimate holder of the more valuable cards on the tricks won by him or her, according to the following scale:

For each ten (TRUMP OR OTHERWISE)		. . . 10
For each ace	"	. . . 4
For each king	"	. . . 3
For each queen	"	. . . 2
For each knave	"	. . . 1

N.B. — In the case of the players being equal in this particular, or of neither party holding any card which counts towards Game, the older hand scores the point.

Method of playing

The players cut for deal, the highest card having the preference. The dealer gives six cards to each, turning up the thirteenth as trump. If the older hand is dissatisfied with his or her cards, he or she may say, "I beg", in which case the dealer is bound either to allow his or hers (by the phrase, "Take one") to score one point, or to give each player three more cards from the pack, turning up that next following by way of fresh trump card. If this should be of the same suit as the original trump, the dealer is bound to give three more cards to each, again turning up the seventh, until a new suit does actually turn up. If the turn-up card be a knave the dealer scores one, this taking precedence over any other score. If, by reason of the older hand " begging", there is a further deal, and the dealer a second time turns up a knave, he or she again scores one. The older hand leads any card he or she pleases. His or her antagonist must follow suit or trump, his or her right to do the latter not being affected by his or her holding cards of the suit led. If, however, having a card of the suit led, he or she neither follows suit nor trumps, he or she becomes liable to the penalty of a revoke.

The player of the highest card of the suit led, or a trump, wins the trick, which is turned down as at whist, and so on throughout the six tricks. In scoring, the order of precedence is (1) high, (2) low, (3) jack, (4) game; subject, as we have seen, to the contingency of jack having been the turn-up card, the point for this being scored before the hand is played.

The play is mainly directed to capturing the jack, and such cards as may score towards game.

Some players score a point whenever the adversary does not follow suit or trump. Some, again, make it the rule that each player must count his or her score without looking at his or her tricks, under penalty of losing one or more points, as may be agreed, in the event of a miscalculation.

Four-handed all-fours

The players cut to decide who shall be partners; the two highest playing against the two lowest, and facing each other, as at whist. The right to the first deal is decided by the cut, the highest dealing. Afterwards each player deals in rotation. The dealer and the older hand alone look at their cards in the first instance, the option of begging resting with the latter. The other two players must not take up their cards till the dealer has decided whether he or she will give one or run the cards for a new trump.

The players play in succession as at whist, four cards constituting a trick. In other respects, the play is the same as in the two-handed game.

Teaching Process/Learning Process
Summary Chart

	LEARNING PROCESS	TEACHING PROCESS
B E F O R E	MAIN PLAYER PROBLEM - QUESTION OR READINESS PHASE	CATALYST INSTIGATOR • Make sure that there is a favourable affective context that frees the learner to respond... ... it becomes important to provide the type of supportive atmosphere in the class. **MOTIVATION BY:** • a non-threatening environment • a rich language environment
D U R I N G	ACTIVE PARTICIPANT CREATIVE EXPLORATION AND DISCOVERY OR PERSONAL EXPERIENCE	FACILITATOR • Communication involves the use of comprehension and production processes in the exchange... • comprehension and production are active... ACTIVATED BY: • communication activities • strategy-oriented activities • language-centered activities
A F T E R	SKILLED LEARNER UNIFYING ACTION OR SIGNIFICANCE OF EXPERIENCE AND GENERALIZATION OF LEARNING	INTEGRATOR ... be able to relate new language experiences to what he or she already knows and generalize global experience from them. Note: In communication, generalization also occurs during the "action" phase.

Drills and Pattern Practice: Sample Drills

Exercise 1

Type of drill: ______________________________

Change to a question in the past, *using yesterday, last week, last month* or *last year*.

Example: He gets a haircut every month. — Did he get a haircut last month?

1. She goes to a movie every week. ____________________
2. My dad goes fishing every year. ____________________
3. Mark and I play tennis every day. ____________________
4. I go to Montreal every month. ____________________
5. They take a test every week. ____________________

Exercise 2

Type of drill: ______________________

Combine each pair of sentences using *where* or *when*.

Examples: I'll call you on Monday. Paul arrives then.
I'll call you on Monday when Paul arrives.

This is the theatre. We saw the play here.
This is the theatre where we saw the play.

1. Sandra's mother bought the vase last year. She was in Japan then.

____

2. Frank and Nancy left at midnight. The party was over then.

3. This is the country. She was born here.

____

4. That was the concert. He lost his wallet there.

____

5. This is the place. I met Patrick Newman here.

____

Drills and Pattern Practice: Sample Drills

Exercise 3

Type of drill: ______________________________

Repeat and complete the following statements. Listen to the example.

Example: I'll go my way and you go ______
— I'll go my way and you go *yours.*

1. You take your boat and I'll take ______ .
2. Go with your friends and we'll go with ______ .
3. I'll read my book and she'll read ______ .
4. We'll sell our car and they'll sell ______ .
5. You ask your mother and Philip will ask ______ .

Drills and Pattern Practice: Sample Drills

Exercise 4

Type of drill: ________________________________

Replace the words in italics with the appropriate pronoun.

Example: Clap *your hands.* — Clap them.

1. Lay *your hands* in your lap.
2. Once I caught a fish alive, then I let *the fish* go again.
3. Ding dong bell; the cat's in the well.
   Who chased *the cat* there?
4. They didn't believe *that Mary would come.*
5. I asked *Mary* out to dinner.
6. Katherine wanted *Bill and Paul* to write to her.
7. Dad called *Steve and me* last night.
8. Don't tell *Bill* about *the party*. It's a surprise.

Drills and Pattern Practice: Sample Drills

Exercise 5

Type of drill: ______________________

Re-write the sentences below. Change each of the words in italics to the plural form.

Example: Janet left with the young *man*. — Janet left with the young men.

1. The *woman* called just after four.

____

2. The *child* stayed home with the babysitter.

____

3. The little *mouse* ate the big piece of cheese.

____

4. The ball landed on my *foot*.

____

Drills and Pattern Practice: Sample Drills

Exercise 6

Type of drill: ____________________

Re-write the sentences below. Replace the words in italics with the appropriate pronouns.

Example: I waited for *Rose and Alice*. — I waited for them.

1. I called *Paul and Frank*.

____

2. Paul gave *the flowers* to Myra.

____

3. Joan ate *the hot dog* for lunch.

____

4. Bobby told *Patrick and me*.

____

5. Angela wanted to ask *Jim*.

____

Drills and Pattern Practice: Sample Drills

Exercise 7

Type of drill: ____________________

Some words in English have silent letters. Practise repeating these sentences. They have silent *p's* in them.

1. T: My aunt was sick with pneumonia.
   S: My aunt was sick with pneumonia.

2. T: There are dishes in the kitchen cupboard.
   S: —

3. T: I read a good book on psychology.
   S: —

4. T: Make sure you ask for a receipt.
   S: —

Now, practise these sentences with silent *b's*.

1. T: Mary had a little lamb.
   S: —

2. T: I doubt he's as dumb as he pretends to be.
   S: —

3. T: Peter spends so much he's always in debt.
   S: —

4. T: May I borrow your comb?
   S: —

5. T: The baby is sucking his thumb.
   S: —

Drills and Pattern Practice: Sample Drills

Exercise 8

Type of drill: ______________________________

Re-write the following sentences, using the words in parentheses.

Example: She can skate (very well). — She can skate very well.
She can understand (barely). — She can barely understand.

1. We are on time (usually).

____

2. She dances well (really).

____

3. Paul comes to parties (rarely).

____

4. That dress suits you (very well).

____

5. I can see the boy (clearly).

____

6. It worked (beautifully).

____

7. They are on speaking terms (barely).

____

Drills and Pattern Practice: Sample Drills

Exercise 9

Type of drill: ______________________________

Follow the instructions.

T: John, tell Linda to open her book.
J: Open your book.

T: Linda, tell Paul to close his book.
L: Close your book.

T: Paul, ask Nancy what she did last night.
P: What did you do last night?

T: Linda, ask Mary where she is going.

L: ______________________________

T: Mary, tell Bill to wait for you.

M: ______________________________

T: Bill, tell Frank how old you are.

B: ______________________________

T: Frank, ask Lily for her address.

F: ______________________________

Drills and Pattern Practice: Sample Drills

Exercise 10

Type of drill: ____________________

Use the words below to restore the original sentences.

Example: eggs/plate — The eggs are on the plate.

pencil/paper ____________________

matches/chair ____________________

shirt/bed ____________________

books/desk ____________________

lamp/table ____________________

I/horse ____________________

Drills and Pattern Practice: Sample Drills

Exercise 11

Type of drill ____________________________

Combine the two sentences.

Examples: I know that teacher. She is looking for you.
— I know the teacher who is looking for you.

Women live longer than men. This is a fact.
— It is a fact that women live longer than men.

1. You must be on time. This is important.

____

2. They have to practise two hours. They know this.

____

3. We will call that man. He is selling the dogs.

____

4. You should ask that boy. He is standing in line.

____

5. Mary will finish the work before Mark. I am certain of this.

____

Drills and Pattern Practice: Sample Drills

Exercise 12

Type of drill: ____________________

Contrast *b* and *v*.

Repeat after me.

1. Valerie began before Vanessa.

2. Vincent lives at 2777 Virginia Avenue.

3. We saw the band on the big van.

4. Bob and Bernie have new books.

5. Vivian gave the boy a book about volleyball.

6. Vance covered the table before breakfast.

Communicative Activities
Some examples

Type of Activity: ____________________

Example 1: **Knowing Me, Knowing You**

Déroulement de l'activité

Mise en situation

L'enseignant (e) explique aux élèves qu'ils vont participer à des activités spéciales pour le temps des Fêtes: *Nous allons échanger des voeux, décorer la classe et, au dernier cours, nous écouterons un conte de Noël. Au temps des Fêtes, nous participons souvent à des échanges de cadeaux. On nous demande parfois d'indiquer nos goûts ou d'autres renseignements sur nous-mêmes. J'ai préparé une fiche de renseignements personnels que je vais vous demander de remplir. Nous essaierons ensuite de déterminer quelles sont les préférences de la classe.*

- **Example 1-A**
  Déroulement

1. L'enseignant(e) remet une fiche de renseignements à chacun(e) des élèves. Il/elle étudie la fiche avec eux/elles et donne les explications requises.
2. Les élèves remplissent leur fiche de renseignements.
3. On discute des données fournies afin de déterminer les préférences de la classe (Favourite subject — Favourite sport outside school — Favourite singer/rock group and Favourite personality — Summer holidays) au moyen de questions/réponses. Voir *exemples de questions.*

Explications sur la fiche de renseignements

Part A

How old are you?

What's your favourite subject?

What sport do you enjoy at school?

What other activities are you interested in? (e.g. Student council, school band)

Part B

Do you like sports outside school?

Which one(s)?

Do you have a hobby?

Which one?

Do you enjoy listening to music?

Who/What is your favourite singer/rock group?

Do you have a favourite actor or sports personality?

Who is he/she?

What do you like to do during the summer holidays?

Where do you spend your summer holidays?

Exemples de questions

Teacher: *Linda, what's your favourite subject?*
Linda: *Math.*
Teacher: *How many other students have chosen math?*

Teacher: *Does anyone have a different subject he or she prefers?*

Teacher: *O.K. How many other students have chosen ______?*
etc.

L'enseignant(e) fait la compilation des résultats et inscrit au tableau les préférences de la classe. L'enseignant(e) peut prolonger l'activité et susciter davantage de participation des élèves en ajoutant des questions.

Exemples: Why *do you like Gary Carter?*
Where *do you go skiing?*

- **Example 1-B**
  Description de l'activité

Chacun(e) de vous sera jumelé(e) à un(e) camarade. Ce jumelage se fera au hasard. J'ai placé dans une enveloppe deux séries de chiffres de 1 à 16 (c'est-à-dire 2 fois le nombre représentant la moitié du nombre d'élèves dans la classe). Vous allez piger un numéro. Vous allez avoir à échanger des voeux avec ce (cette) compagnon (compagne), de même que lui choisir un cadeau de Noël. Il serait donc intéressant que vous le (la) connaissiez mieux. Vous recevrez chacun(e) une nouvelle fiche de renseignements que vous remplirez en questionnant votre compagnon (compagne).

Déroulement

1. Les élèves pigent au hasard pour déterminer qui sera leur *jumeau*.
2. L'enseignant(e) remet une fiche de renseignements à chacun(e) des élèves.
3. Les élèves remplissent la fiche de renseignements en questionnant leur compagnon (compagne).

Merry Christmas Everybody!

1-A: Knowing Me, Knowing You

Name: ______________________

Age: ______________________

Sex: M F

Part A

School Activities

Favourite subject: ______________________

Sports: ______________________

Other activities: ______________________

Part B

Leisure Activities (outside school)

Sports ______________________

Hobbies ______________________

Favourite singer/rock group ______________________

Favourite personality (actor, sports personality) ______________________

Summer Holidays ______________________

What did you do?

Where did you go?

Merry Christmas Everybody!

1-B: Knowing Me, Knowing You

Name: ____________________

Age: ____________________

Sex: M F

Part A

School Activities

Favourite subject: ____________________

Sports: ____________________

Other activities: ____________________

Part B

Leisure Activities (outside school)

Sports ____________________

Hobbies ____________________

Favourite singer/rock group ____________________

Favourite personality ____________________
(actor, sports personality)

Summer Holidays ____________________

What did you do?

Where did you go?

Communicative Activities
Some examples

Type of activity: ______________________________

Example 2: **Split Cartoons**

A sequential series of cartoons will be needed. The class is divided into groups, so that each group has one cartoon frame from the series. No group should show its cartoon to another.

To begin with, each group examines its cartoon very carefully and makes detailed notes on what it contains.

Next follows the phase of information exchange. Any group may send out one person at a time to any other group to find out about its picture. Any group may also receive one visitor at a time. Each group thus tries to build up a detailed idea of each of the pictures contained in the series.

When this has been done, the groups try to work out what the story of the whole sequence is. Each group may then work out a dramatization of the incident as they have interpreted it. Only after this has been done should the complete sequence be pieced together.

Communicative Activities
Some examples

Type of Activity: ______________________________

Example 3: **Let's Make an Ornament**

Déroulement de l'activité

Mise en situation

L'enseignant(e) explique aux élèves que, pour créer une atmosphère des Fêtes dans la classe, ils (elles) vont fabriquer des décorations qu'ils (elles) pourront ensuite apporter à la maison pour garnir l'arbre de Noël ou leur chambre.

Déroulement

1. L'enseignant(e) offre le choix aux élèves de l'ornement qu'ils (elles) désirent fabriquer en leur montrant un exemple achevé de chacun.

2. Il (Elle) distribue les instructions appropriées ainsi qu'une feuille quadrillée et un carton de couleur.

3. Les élèves se regroupent par 2-3 (avec leur *jumeau* ou non, selon les possibilités et affinités, exemple: 2 élèves fabriquant la même décoration).

4. Les élèves fabriquent leur décoration, y écrivent leur nom puis aident l'enseignant(e) à les disposer dans la classe.

- Si l'on ne dispose pas du matériel suggéré (c'est-à-dire carton de couleur) on peut employer du papier d'emballage, des pages de bandes dessinées de couleur ou des sacs d'emballage que l'élève peut colorier, ou tout autre papier coloré et suffisamment rigide.

Communicative Activities
Some examples

Type of Activity ______________________

Example 3: **Let's Make an Ornament**

Figure 1 **Bell**

Materials: Construction paper or other paper (two colours) — scissors — glue — pencil — string (heavy thread)

Directions:

1. Draw bell pattern.
2. Cut out the bell pattern.
3. Trace the bell on construction paper. (Trace two bells on two different colours of paper).
4. Cut out the bells.
5. Glue the two bells together.
6. Make a small hole at the top for a string.
7. Hang on the tree.

Figure 2 **Bird**

Materials: Construction paper or other paper (two colours) — scissors — glue — pencil — string (heavy thread)

Directions:

1. Draw bird pattern.
2. Cut out the bird pattern.
3. Trace the bird on construction paper. (Trace two birds on two different colours of paper.)
4. Cut out the birds.
5. Glue the two birds together.
6. Make a small hole at the top for a string.
7. Hang on the tree.

Communicative Activities
Some examples

Type of activity: ________________________________

Example 4: **Emotions**

The teacher hands out a facial expression card to each student. He or she calls out a description such as *afraid* or *furious* and the students with the appropriate expression show their cards.

An alternative would be for the teacher to say: *Can anyone show me how a "surprised", "glad", (etc...) person looks?* Again, students with the appropriate card hold up their cards.

Once students have mastered the descriptors and synonyms, each could be asked to think up a sentence relating to the card he or she is holding.

A second alternative, for more advanced students, would be to give a set of four different cards to a group of four students and to ask these students to make up a short story, making use of the illustrated descriptors. Each student then contributes one sentence to the story.

Descriptors and synonyms

Afraid (scared)
Sad (upset, depressed, feel terrible, feel awful)
Glad (happy, feel terrific, feel fantastic)
Furious (angry)
Surprised (shocked)
Worried (anxious)
Grateful (appreciative)

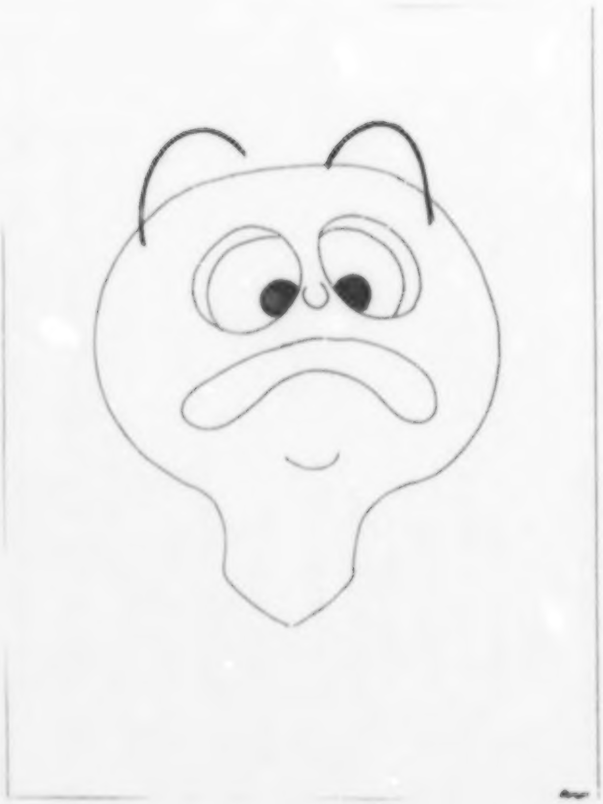
Intended audience

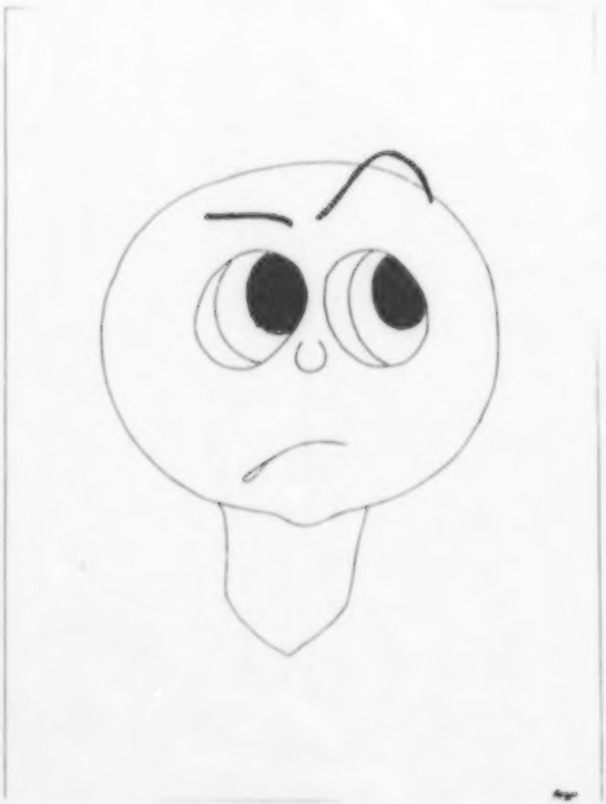
First cycle secondary

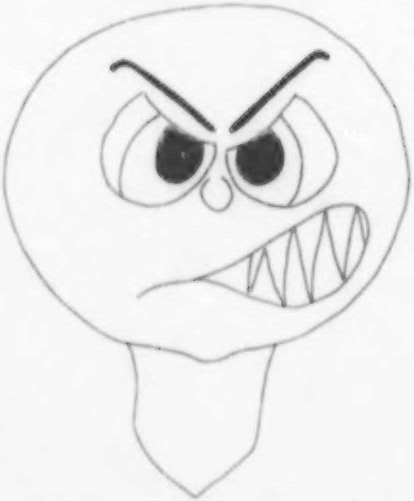
Aims of activity

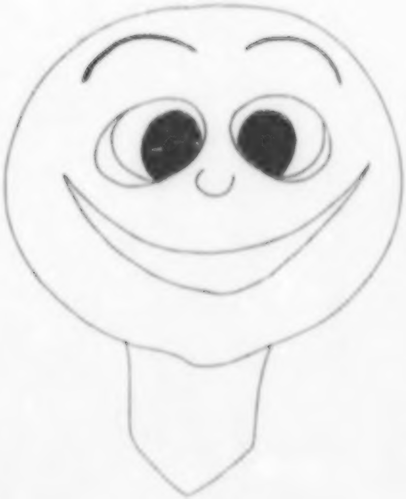
Enable students to learn vocabulary related to feelings

Give students practice in making up and telling a story







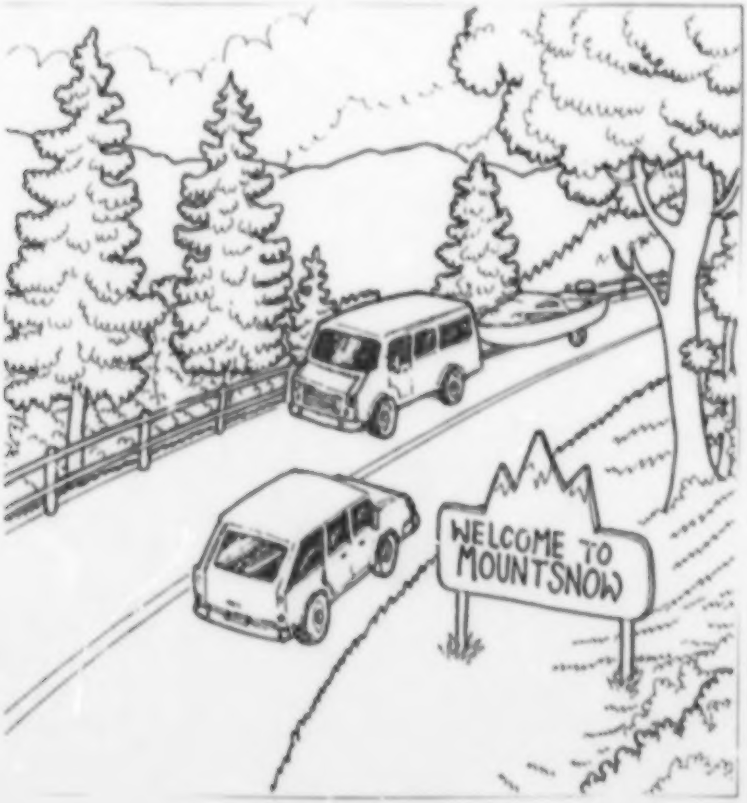


Communicative Activities
Some examples

Type of Activity

Example 5A **Kaleidoscope 6**

Directions: First, colour the picture. Then find a student with Activity Sheet 5B. Ask him or her to take a blank sheet of paper. You must describe what is on your sheet. Your partner tries to draw an identical picture. Take turns, and don't look at your parner's picture till the end.



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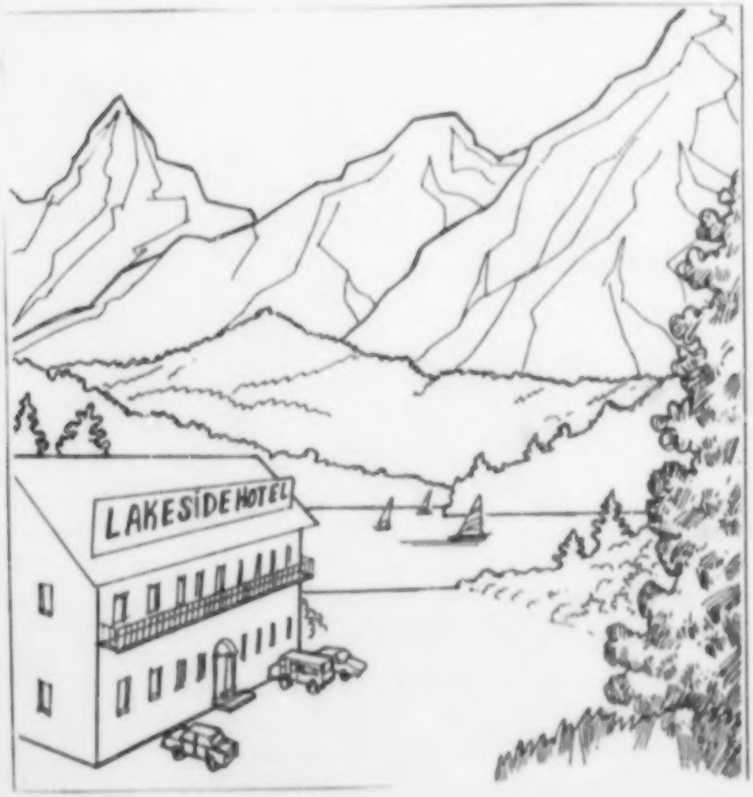
Communicative Activities
Some examples

Type of Activity ______________________

Example 5B

Directions: First, colour the picture. Then find a student with Activity Sheet 5B. Ask him or her to take a blank sheet of paper. You must describe what is on your sheet. Your partner tries to draw an identical picture. Take turns, and don't look at your parner's picture till the end.



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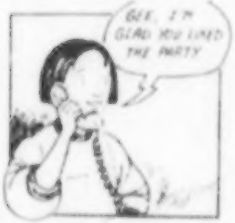
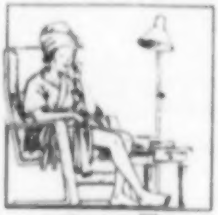
Communicative Activities
Some examples

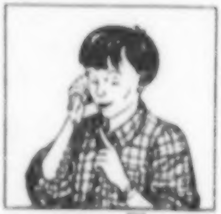
Type of Activity ____________________

Example 6 **Talking about the Party**

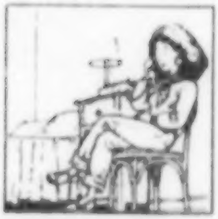

GEE, I'M GLAD YOU LIKED THE PARTY



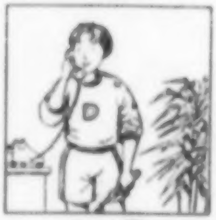
Sharon ☐



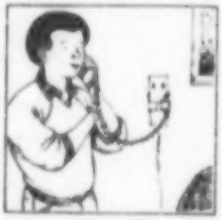
Stan ☐



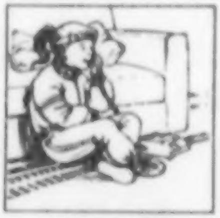
Joanne ☐



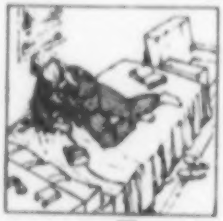
Don ☐



Glen ☐



Maggie ☐



Ed ☐

It's the day after the party. The guests are calling Angela to thank her. Decide the order of the calls by giving each person a number. Then find a partner and guess what's on his/her sheet.

My partner's choices: (Write in the names as you guess them.)

First caller ____________________ Fifth caller ____________________
Second caller ____________________ Sixth caller ____________________
Third caller ____________________ Seventh caller ____________________
Fourth caller ____________________

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Communicative Activities
Some examples

Type of activity: ________________________________

Example 7: **Our Choice**

The students work in groups of five. Each group is a committee that administers a scholarship fund for overseas students coming to study in their country. There should, however, be six people on the committee. Each group therefore has to decide which of the following six people they would invite to join their committee. They are looking for someone who should not be biased in his or her opinions and who would have plenty of time to devote to this committee.

a) *Brendan Watkyn-Smythe:* sixty-five years old, with an invalid wife. He had thirty years. experience as a school board administrator, and has worked on many educational committees. Last year he had a heart attack but has fully recovere, and was recently elected to his town council.

b) *Celia Greenhill:* thirty years old. Single. Has had a brilliant and rapid career in a variety of jobs — advertising, administration of a college of higher education, editor of an educational magazine, etc. Was involved in a divorce scandal last year, and is said to be very ambitious. However, she has very good connections with people in power and has access to funds.

c) *Gillian Tender:* forty years old. Married to a Jamaican, with five children. All her experience has been with a local school board. The last five years have been spent dealing with the foreign students section. She has a reputation for being efficient but lacking in human warmth.

d) *Brian Groom:* forty years old and married to a foreign diplomat, with two children at university. Has had long experience in teaching in foreign universities, mainly in Europe, though he has travelled extensively elsewhere. He had a nervous breakdown a year ago, but has since started work as a freelance writer of children's books, and has already had one book published.

e) *Amiri Kofi:* forty-eight years old. A well-known African writer, living in exile in Montreal. She was imprisoned for five years in Africa for her support to the opposition party. Her three children go to school in Canada. In spite of her experience, she is very pro-African. Last year, she remarried for the third time. Her husband is the well-known Marxist philosopher, Karl Planck.

f) *Godfrey Crane:* fifty years old. Married, with two children, both in business. Conservative MP for a wealthy area. He has travelled widely in Africa, Asia and South America, and is the Parliamentary Assistant to the Secretary of State. He is said to drink too much. Last year, he was investigated concerning a bribery case, but was cleared. A very influential person.

After making their choices, the groups should share their conclusions with the class, giving the reasons for the choice they made.

Communicative Activities
Some examples

Type of activity: ______________________

Example 8: **Biking Survey**

Cette activité peut se réaliser en partie en classe, à l'école ou à la maison. À ce stade-ci de l'année, on pourrait même tenter l'expérience d'inviter des élèves de niveau supérieur pour réaliser ce sondage. L'enseignant(e) pourra vouloir compiler les résultats sur un grand tableau et poursuivre jusqu'où il/elle le voudra l'aspect technique d'un sondage.

Ask your friends when and why they use their bikes. Try to find ten people for your survey.

Fill in the chart, then share your answers with the class. You'll have a good idea of how people your age use their bikes.

Name	*When*		*Why*					
	Every day	On weekends only	To go to school	After-school rides	Rides near home	Errands	Visit friends	Go on trips
TOTAL								

Communicative Activities
Some examples

Type of activity ______________________________

Example 9: **Alike but Different**

The teacher hands out sets of pictures to pairs of students. The students are not to show their partners their respective pictures. They must describe their picture to each other in order to identify similarities and differences in each picture. The following similarities and differences should be brought out.

Similarities:

Departure 10 : 00

Arrival 2 : 00

Two runways

Differences:

Plane taking off vs landing

Five passengers vs three passengers

Passengers getting on vs getting off

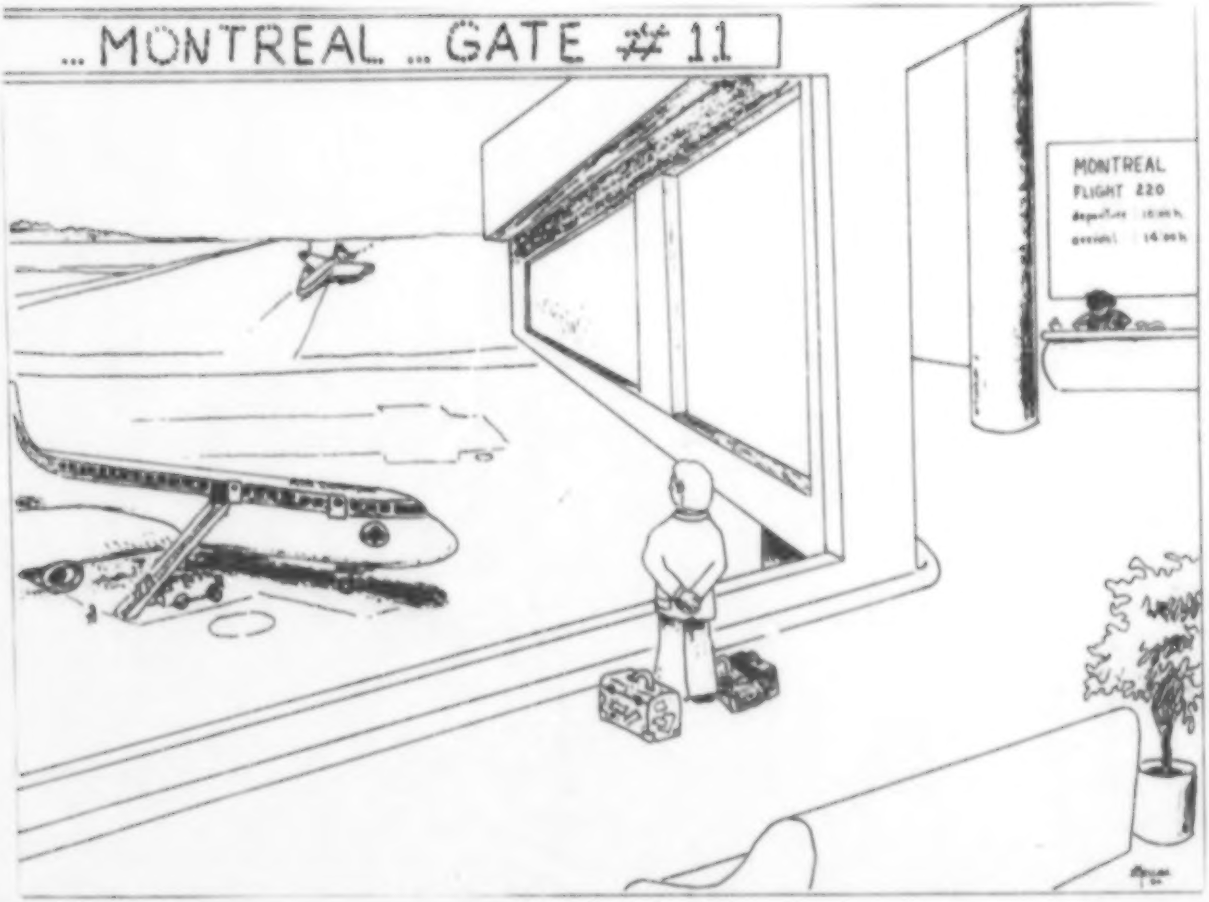
Gate 10 vs Gate 11

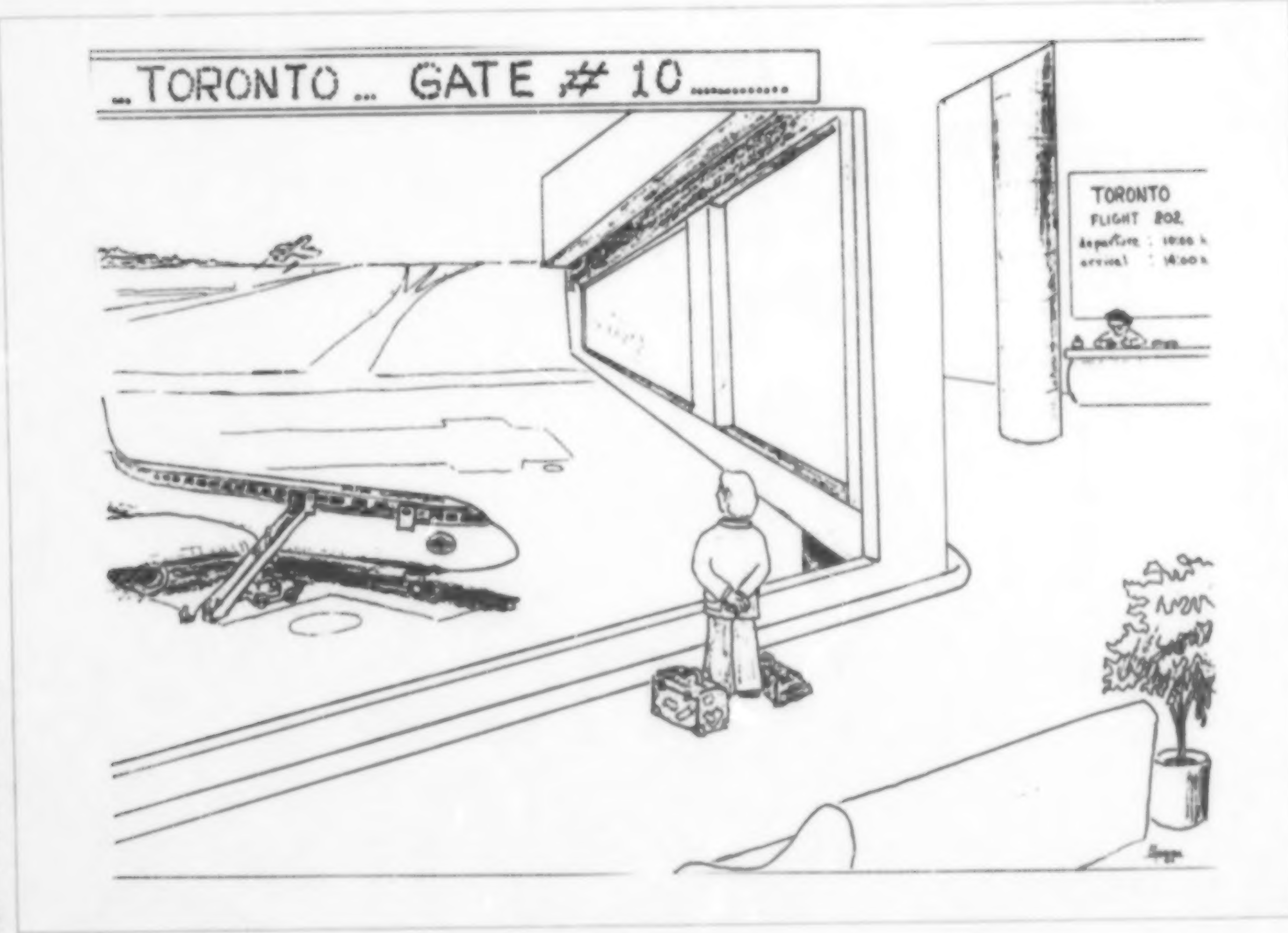
Destination Toronto vs Montreal

Flight number 202 vs 220

Suitcases: two vs three

Note: This activity may be preceded by a brainstorming activity if the teacher feels students need to go over the vocabulary necessary to proceed with the game.


... MONTREAL ... GATE # 11
MONTREAL
FLIGHT 220
departure : 10:00 h
arrival : 14:00 h


..TORONTO... GATE # 10..........
TORONTO
FLIGHT 202
departure : 10:00 h
arrival : 14:00 h

Communicative Activities
Some examples

Type of activity: ______________________________

Example 10: **Draw a person**

Ask students to:

A) Draw a woman wearing earrings, a bracelet, a ring, a chain, a sleeveless dress and a pair of high-heeled shoes.

B) Draw a man wearing jeans, a jacket with a big pocket, a scarf, a turtle neck sweater and a pair of boots.

C) Etc.

Communicative Activities
Some examples

Type of activity: ______________________________

Example 11: **To Toronto**

Tâche A

Tu es dans un centre d'achat à Toronto. Tu désires te rendre au magasin Eaton.Tu rencontres un(e) jeune anglophone et tu lui demandes des indications.

Tu parles en premier. Tu dois...

1. ... engager la conversation.
2. ... demander où se trouve l'endroit que tu cherches.
3. ... remercier et terminer la conversation.

Tâche B

Tu es dans un centre d'achat à Toronto. Un(e) jeune s'approche de toi et te parle en anglais.

Tu parles en deuxième. Tu dois...

1. ... répondre aux salutations.
2. ... donner des directives demandées.
3. ... terminer la conversation.

Gouvernement du Québec
Ministère
de l'Éducation

28-2446-A1

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Ce module fait partie d'une série de quatre qui a pour but de faciliter l'organisation de sessions de perfectionnement collectif pour les professeurs d'anglais, langue seconde, aux niveaux primaire et secondaire. Il présente des activités couvrant cinq jours de perfectionnement. La présentation de chacune de ces activités comprend des objectifs, des stratégies d'enseignement, des notes explicatives ainsi que des questions de discussion.

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MONTRÉAL H2B 1S2

MODULE DE PERFECTIONNEMENT COLLECTIF EN DIDACTIQUE DE L'ANGLAIS LANGUE SECONDE

METHODOLOGY I

MODULE 2

Participants' Workbook

Direction générale des programmes
Direction de la formation du
personnel scolaire

March 1989

Québec

MODULE DE PERFECTIONNEMENT
COLLECTIF EN DIDACTIQUE
DE L'ANGLAIS LANGUE SECONDE

91H953-3

METHODOLOGY I

MODULE 2

Participants' Workbook

Direction générale des programmes
Direction de la formation du
personnel scolaire

March 1989

Methodology I

Author:
Louise Gascon

Editing and Revision
Carolyn Green Racette

Field Test
Jacqueline Lord
Commission scolaire Pascale-Taché

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Preface

The idea for the development of a set of in-service teacher training modules, of which this is one, was originally suggested to the ministère de l'Éducation by the two associations for second-language teachers of Quebec.

The modules are designed to facilitate the organization of in-service teacher-training workshops (sessions de perfectionnement collectif) which school boards periodically offer to their personnel as the need arises. It is hoped that these modules will allow school boards to prepare their in-service training within a clear and coherent framework of activities.

Each module is intended for a five-day session. The modules progress logically from language acquisition to evaluation of communicative competence. Particular emphasis has been placed on methodological issues in the teaching of English as a second language.

In principle, any consultant or teacher with a solid background in second-language pedagogy should be able to lead the workshops using these modules. A certain amount of preparation and careful reading beforehand will nonetheless be required. However, the need to seek out human or physical resources beyond the individual school board should be minimal.

In English as a second language, four modules are available:

Module 1	Language Acquisition
Module 2	Methodology I
Module 3	Methodology II
Module 4	Evaluation

The content of the modules was determined by a steering committee composed of representatives from the ministère de l'Éducation, the Association québécoise des enseignants de français langue seconde (AQEFLS) and the Société pour la promotion de l'anglais langue seconde au Québec (SPEAQ). This committee favoured a pragmatic and inductive procedure in the design of the module: through practical experience and concrete activities participants will be led to general principles and pedagogical know-how.

The modules were written by individuals who had both an extensive background in the particular subject, experience in teacher-training and experience in the creation of pedagogical documents. A field test of each module was conducted with groups of teachers from both the primary and secondary levels of various school boards. As far as possible, the present version of the modules takes into account their comments and suggestions.

We hope that these modules provide a flexible and satisfactory means of organizing in-service training sessions for teachers of English as a second language and thereby contribute to an improvement in the quality of instruction they offer their students.

The Steering Committee

Acknowledgments

The design and development of these in-service teacher training modules would not have been possible without the co-operation of a number of individuals and institutions. We would particularly like to thank:

- **The authors**

Module 1	*Language Acquisition* **Patsy Lightbown** **Jude Rand** **Nina Spada**
Module 2	*Methodology I* **Louise Gascon**
Module 3	*Methodology II* **Thérèsa O'Farrell-Gagnon**
Module 4	*Evaluation* **Louise Gascon**

- **Those individuals** who graciously agreed to conduct the field tests of these Modules and their school boards who offered their full collaboration during the field tests:

Suzanne Guay
Commission scolaire Saint-Exupery
Commission scolaire Granby

Suzanne Roy
Commission scolaire
Des Chutes-de-la Chaudière

Jean-Pierre Jobidon
Commission scolaire Baie Comeau

Jacqueline Lord
Commision scolaire Pascal-Taché

- **The publishing companies and organizations** that generously granted us permission to reproduce extracts from their publications.

- **The Direction de la formation du personnel scolaire** which provided the funds for this project and which also provided technical and administrative support.

- The **Société pour la promotion de l'enseignement de l'anglais langue seconde au Québec** (SPEAQ) et the **Association québécoise des enseignants de français langue seconde (AQEFLS)**, which participated in all aspects of the project.

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Marian Olynyk
Société pour la promotion de l'enseignement de l'anglais langue seconde au Québec (SPEAQ)

Organization of the Module

• Duration and sequence

This module is intended as a unit; it should be given in its entirety and in the order in which it is presented. Each module has been divided into segments of one day each. However, some variations in timing may occur due to the background of the group to whom it is being presented.

While it is possible to give this module as one block of five days, it may be necessary to spread the module over a longer period of time. However, it is essential that Day 3 and Day 4 be grouped together.

• The participants

Considering the nature of the module as a unit, it is essential that the participants attend all sessions in sequence.

It is not necessary that all participants teach at the same level. The field test of this module demonstrated that having a group of teachers from both primary and secondary levels provided a rich and valuable forum for exchange.

• Activities

Each activity has:

- A summary description
- A procedure

The summary description contains:

- The title and number of the activity
- Its objective

General Objective and Content of the Module

• Objective

To examine critically several methods for teaching English as a second language and their relationship to the learning process

• Content

Day 1
From Process to Methodology

Day 2
Some TESL Methods

Day 3
The Pattern of Drills

Day 4
What is Communicative?

Day 5
Production of Communicative Activities

FROM PROCESS TO METHODOLOGY

DAY 1

Objectives of Day 1

- ***To become familiar with the phases of the learning process and how these processes are reflected in the classroom***
- ***To become familiar with two methods used to teach English as a second language***

At the end of the session, the participants will be able to:

- understand terms commonly used to discuss language learning/teaching
- understand the phases of the learning process
- understand the roles and responsibilities of learners and teachers in the learning process
- identify the characteristics of the direct method and the grammar-translation method

Table of Activities: Day 1

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The Learner's Role/The Teacher's Role

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Day	1	
Activity	1	***Objectives of the Module***
Objective	To get acquainted with the objectives of the module, specifically those of Day 1	

- The Workshop Leader will go over the objectives with you.

- React and comment, expressing your expectations of the module.

Day 1

Activity 2 ***From Methodology to Strategy***

Objective To differentiate among terms commonly used in language learning pedagogy

- The Workshop Leader will give you a card. On this card will be written a word or part of a definition. Circulate among the other participants and try to match your word or partial definition with the contents of other participants' cards.

- Share your findings with the group.

- Form teams of three or four people. (You will work through the following two activities with the same team mates).

- In these teams, read the statements on the sheet *Approach ? Method? Technique? Stragegy?*

- Determine whether each refers to approach, method, technique or strategy. Then write the appropriate letter, A, M, T or S, in the parentheses in front of each.

- Share your findings with the group.

Approach? Method? Technique? Strategy?

Instructions: Read each of the following statements and decide whether each refers to approach, method, technique or strategy. Write the corresponding letter, A, M, T, or S, in the parentheses in front of each statement.

( ) 1. Language is a system of structurally related elements for the coding of meaning.

( ) 2. The recognition and discrimination phases are followed by imitation, repetition and memorization activities.

( ) 3. The focus is on completing tasks that involve negotiation of information and information sharing.

( ) 4. Students make use of visual aids to predict the contents of a passage.

( ) 5. Students work in pairs, using two sets of materials containing different kinds of information. The information is complementary and the partners must fit their respective parts of the jigsaw into a composite whole.

( ) 6. Much of the lesson is devoted to translating sentences into and out of the target language.

( ) 7. Language is a tool for the creation and maintenance of social relations.

( ) 8. Students take part in surveys proceeding from guided to freer communication.

( ) 9. Students underline words they know in a text.

( ) 10. Students first hear a model dialogue containing the key structures that are the focus of the lesson. They repeat each line of the dialogue, individually and in chorus.

( ) 11. Learning activities are selected according to how well they engage the learner in meaningful and authentic language.

( ) 12. Language is a vehicle for the expression of functional meaning.

( ) 13. The language skills are taught in the order of listening, speaking, reading and writing.

( ) 14. Students read questions before reading or listening to a text.

( ) 15. Role play.

Day	1	
Activity	3	***The Learning Process***
Objective	To develop an awareness of the phases of the learning process	

- Work in teams of three or four (ref. Activity 2).

- The Workshop Leader will give your team a decks of cards and a set of rules. Determine how the game should be played and then play a few hands. One member of the team acts as observer and writes down the actions, remarks and attitudes he or she observes while his or her partners are learning to play the game.

- Discuss the observations with the group and identify the phases of the learning process.

- Study and complete the chart *How Do We Learn?*

- Write each of the observations from the game-learning phase of the activity in the proper column.

- Share your findings with the group.

Observer's Sheet

Observers should be on the lookout for such things such as:

- When do the players start to play?
- Do they read the rules thoroughly before playing, or during play?
- Do they practise parts of the game before playing a full game?
- Is there a division of roles, i.e. leader vs follower?
- How did the players organize the start of the game?
- Did they get discouraged at any point and if so, why?

Or comments such as :

- "Let's try this..."
- "Oh, I played something similar once; let's..."
- "Let's go back to the instructions."
- "You read... I'll do."

How Do We Learn?

Learning process		
Phase 1	Phase 2	Phase 3
Before	During	After
Exploration	Organization Selection Realization	Generalization

Day 1

Activity 4

Phases in the Learning Process — The Learner's Role/The Teacher's Role

Objectives

- To examine the phases in the learning process
- To identify the roles and responsibilities of learners and teachers

- You will work in pairs to complete the chart, *Role of the Learner/Role of the Teacher*, using the strips of text found in your envelope. Tape the strips on each page to preserve your findings.

- Check your charts against the completed charts.

- Share your findings with the group.

Role of the Learner/Role of the Teacher

PHASE 1: READINESS PHASE	LEARNER	TEACHER
EXPLORATION INTENTION ↓ MOTIVATION ↓ ATTENTION/ CONCENTRATION ↓ INVOLVEMENT		
PRINCIPLE	Motivation sets off the underlying structures essential for learning.	
FORMATIVE EVALUATION	Prospective evaluation. Ask questions about students' background, clarity of instructions, etc., to promote motivation and involvement.	

PHASE 2: CREATIVE EXPLORATION AND DISCOVERY	LEARNER	TEACHER
ORGANIZATION, SELECTION, REALIZATION INTERPRETATION ↓ INTEGRATION ↓ ACQUISITION ↓ EXECUTION		
PRINCIPLE	Learning is an *active* process, i.e. the learner actively explores data using every means (interior and environmental). The learner makes and verifies hypotheses, consults, questions.	
FORMATIVE EVALUATION	Interactive. Student, peers, as well as teacher.	

PHASE 3: GENERALIZATION	LEARNER	TEACHER
FEEDBACK MEANING REGULATION		
PRINCIPLE	After the new skill / knowledge is integrated, the learner can express and use this new skill / knowledge. He or she is ready to go on to new learning.	
FORMATIVE EVALUATION	Short-term, retrospective; testing one objective only	

Day	1	
Activity	5	***The Grammar-Translation Method***
Objectives	• To experience the grammar-translation method • To analyse this method with respect to the learning process	

- You will work alone, playing the role of students and following the lesson, according to the Workshop Leader's instructions.

- Read the *background notes* and answer the *discussion questions*.

Lesson 1

Infinitive — Gerund — Participle

A. Grammar rules

1. L'infinitif peut jouer le rôle de plusieurs parties du discours:

   a) Il peut prendre la place d'un verbe.
   Exemple: The local newspaper reported him **to be** dead.

   b) Il peut prendre la place d'un nom.
   Exemple: **To speak** is **to utter** words.

   c) Il peut prendre la place d'un adjectif.
   Exemple: There is a house **to let** on the next street.

   d) Il peut prendre la place d'un adverbe.
   Exemple: He ran **to win.**

2. **Le gérondif** se termine en **-ing** et peut être employé comme nom ou comme verbe.
   Exemple: He enjoys **playing** football. (nom)
   There is little fear of the students **making** that mistake. (verbe)

3. **Le participe présent** se termine en **-ing** et peut être employé comme verbe ou comme adjectif.
   Exemple: **Having** no books with us, we could not study.(verbe)
   The **falling** leaves were beautiful. (adjectif)

Lesson 1

Infinitive — Gerund — Participle

B. Vocabulary

English		French
1.	clap (to) (v)	placer
2.	countless (a)	innombrable
3.	delight (n)	plaisir
4.	dilapidated (a)	délabré
5.	handle (to) (v)	manipuler
6.	hand (to) (v)	suspendre
7.	knoll (n)	butte
8.	loophole (n)	meurtrière

9.	matter (n)	sujet
10.	queer (a)	étrange
11.	stout (a)	solide
12.	two score (a)	quarante
French		**English**
1.	adopter (v)	to introduce
2.	attirant (a)	attractive
3.	brouter (v)	to browse
4.	brûler (v)	to scorch
5.	écraser (v)	to trample
6.	expulser (v)	to extrude
7.	mettre de côté (v)	to discard
8.	paître (v)	to graze

C. Exercise

Traduisez ces phrases en français. Identifiez la nature et la fonction des mots soulignés.

1. But for my own delight, I have preferred **to walk** along Dundas Street and enter a dilapidated store near University Avenue.
2. Many of the temples visited have queer faces **hanging** on walls or corners.
3. Great credit should be given to those in charge of **guarding** airports, **handling** parades, **arranging** banquets and **making** explanations to countless hundreds.
4. **To give** the matter a moment's thought, he hesitated before **answering.**
5. Well, on the knoll, and **enclosing** the spring, they had clapped a stout log-house, fit **to hold** two score of people at a pinch, and loopholed for musketry on every side.

Traduisez ces phrases en anglais. Identifiez la nature et la fonction des mots soulignés.

1. Les animaux **paissant** et **broutant** dans la forêt ont souvent une influence marquante sur son avenir en écrasant et en mangeant les jeunes pousses.
2. Afin de **rendre** la télévision plus attirante, les manufacturiers ont pour quelques années concentré leurs efforts à **fabriquer** des appareils plus grands.
3. Fatigués de se **brûler** la figure et de se **geler** les talons, nos grands-parents ont mis de côté les âtres ouverts et ont adopté des poêles à chauffage auto-alimentés.
4. En **arrivant** au bureau, j'ai trouvé la salle d'attente remplie de gens qui attendaient pour me **voir.**
5. Pour **fabriquer** une livre de cire, les abeilles doivent utiliser de sept à quinze livres de miel, le **mangeant,** le **digérant** et l'**expulsant** de leurs corps sous forme d'écailles de cire.

Background Notes : Grammar-Translation Method

- As modern languages began to enter the curriculum of European schools in the 18th century, they were taught by the same basic procedures that were used to teach Latin. Textbooks consisted of statements of abstract grammar rules, lists of vocabulary and sentences for translation. Speaking was not the goal — oral practice was limited to students' reading aloud the sentences they had translated.
- Chapters or lessons were constructed around grammar points. Each grammar point was listed, its rules were explained and it was illustrated by sample sentences. The exercises consisted of sentences for translation into and out of the target language.

Characteristics:

1. The goal of FL study is to learn a language in order to read its literature or in order to benefit from the mental discipline and intellectual development that result from FL study. G-T approaches language first through the detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and texts into and out of the target language.
2. Reading and writing are the major focus; little or no attention is paid to speaking and listening.
3. Vocabulary selection is based solely on the reading texts used, and words are taught through bilingual word lists, dictionary study and memorization.
4. The sentence is the basic unit of teaching and language practice, and much of the lesson is devoted to translating sentences, as whole texts are thought too difficult.
5. Accuracy is emphasized.
6. Grammar is taught deductively, through presentation and study of the rules, then practised through translation exercises.
7. The student's native language is the medium of instruction.

Pedagogical Implications:

- When translation is used to teach meaning, the learner will assume the meaning of the word is the same as the meaning of the equivalent word in the mother tongue, so that the foreign-language form will become associated with the semantic system of the learner's own language. This is dangerous since the lexical representation even of common aspects of our everyday physical world varies from language to language.
- Translation is a useful device for providing an immediate interpretation of a new linguistic form. However, since the meaning of an item is the product of relations within the language in which it occurs, translation cannot be said in itself to teach meaning. For example, in the lesson illustrated in Day 1, Activity 4, most of the words in the vocabulary list would have a different meaning in another context.
- Doing translation teaches translation skills.

Discussion questions

1. What is the overall goal of this method?

2. How is grammar taught — inductively or deductively?

3. Is error seen as a natural part of language learning and tolerated as such?

4. What is the teacher's role in the learning process?

5. Does the learner assume an active role in learning?

Day	1	
Activity	6	***The Direct Method***
Objectives	• To experience the Direct Method • To analyse this method with respect to the learning process	

- You will play the role of students and follow the lesson, according to the Workshop Leader's instructions.

- Then work in groups of two or three.

- Read the background notes and answer the discussion questions.

Reading

A psychologist who was interested in people's memory of events arranged for the following event to take place.

One afternoon, the psychologist had just finished lecturing in one of the lecture halls of the university. The students were poring over a paper that they were to hand in at the end of the class. Suddenly, the door burst open and a man rushed in, confronted the professor, pulled out a gun and threatened to shoot him.

A struggle ensued and the gunman was subdued by university security officers. He was forced to leave and order was restored.

At the end of the class, the lecturer asked the students to write an account of what had happened. He noticed that the descriptions were widely divergent.

Many similar experiments have been performed. In general, it has been found that people's accounts of events vary tremendously after even a brief time span.

Background Notes : Direct Method

The Direct Method traces its roots to 19th century reformers who attempted to build a method around observations of child language learning. This Natural Method was introduced in Boston in the late 1860s. It was believed that a FL could be taught without translation or the use of the learner's native tongue if meaning were conveyed directly through demonstration and action. If teachers encouraged direct and spontaneous use of the FL in class, learners would then be able to induce the rules of grammar. In speaking systematic attention was given to pronunciation. Known words were used to teach vocabulary, using mime, demonstration and pictures.

Procedures:

1. Classroom instruction is conducted exclusively in the target language.
2. Only everyday vocabulary and sentences are taught.
3. Oral communication skills are built up in a carefully graded progression organized around question-and-answer exchanges between teachers and students in small, intensive classes.
4. Grammar is taught inductively.
5. New teaching points are introduced orally.
6. Concrete vocabulary is taught through demonstration, objects and pictures; abstract vocabulary is taught by association of ideas.
7. Both speech and listening comprehension are taught.
8. Correct pronunciation and grammar are emphasized.

Principles:

Never translate: demonstrate.

Never explain: act.

Never make a speech: ask questions.

Never imitate mistakes: correct.

Never speak with single words: use sentences.

Never speak too much: make students speak more.

Never use the book: use your lesson plan.

Never jump around: follow your plan.

Never go too fast: keep the pace of the student.

Never speak too slowly: speak naturally.

Never speak too quickly: speak naturally.

Never speak too loudly: speak naturally.

Never be impatient: take it easy.

(cited in Titone, 1986)

Discussion questions

1. What is the overall goal of this method?

2. How is grammar taught —inductively or deductively?

3. Is error seen as a natural part of language learning and tolerated as such?

4. What is the teacher's role in the learning process?

5. Does the learner assume an active role in learning?

SOME TESL METHODS

DAY 2

Objectives of Day 2

- ***To become familiar with the characteristics of T.E.S.L. Methods***
- ***To understand how these methods relate to the learning process***

At the end of the session, the participants will be able to:

- understand the main features of the audiolingual method and the communicative approach to second language teaching,
- appreciate the similiarities and differences among various methods for teaching second languages,
- understand how various methods relate to the learning process.

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Comparison of Various Methods 53

Day	2
Activity	1 ***The Audiolingual Method***
Objective	To experience the audiolingual method and to analyse this method with respect to the learning process

Part 1

- Work alone.

- Play the role of students and follow the lesson according to the Workshop Leader's instructions.

Part 2

- Work in groups of two or three.

- Read the background notes and answer the discussion questions.

The Audiolingual Method

Exercise E

Example:

John, sing, Patrick
John was singing with Patrick.

Philip, swim, pool
Philip was swimming at the pool.

1. Sandra, talk, Bob

2. The girls, work, office

3. The men, meet, George

4. I, travel, Mike

5. Jim, babysit, home

6. Players, practise, gym

Exercise F

Example:

Bob was camping with Donna.
Was Bob camping with Donna?

1. Carl was waiting with Jeremy.

   ____

2. Andrea was practising at school

   ____

3. I was biking with Susan.

   ____

4. We were painting with George.

   ____

5. They were sailing at Saint-Malo.

   ____

6. You were fishing at the lake.

   ____

Background Notes: The Audiolingual Method

The combination of the linguistic principles of the aural-oral approach and current psychological learning theory (behaviourism) in the mid-50s led to the audiolingual method.

Language was taught by paying systematic attention to pronunciation and by intensive oral drilling of its basic sentence patterns. Listening was followed by speaking, then reading and finally writing.

Principles:

1. Foreign language learning is basically a process of mechanical habit formation. Good habits are formed by giving correct responses rather than by making mistakes. By memorizing dialogues and performing pattern drills, the chances of producing mistakes are minimized. Language is a verbal behaviour — that is, the automatic production and comprehension of utterances. It can therefore be taught by inducing students to produce and comprehend utterances automatically.

2. Language skills are learned more effectively if the items to be learned in the target language are presented in spoken form before they are seen in written form.

3. Explanation of rules is not given until students have practised a pattern in a variety of contexts and are thought to have acquired a perception of the structures involved. Drills can help learners acquire correct perceptions.

4. Teaching a language involves teaching aspects of the cultural system of the people who speak the language.

Teaching/Learning Activities

1. Dialogues provide context for structures.
   - emphasis on repetition and memorization
   - emphasis on correct pronunciation,stress, rhythm and intonation
2. Drills: after dialogues are memorized, specific grammatical patterns are selected and become the focus of drills and pattern-practice exercises.

Learner Roles

- Learners are organisms that can be directed by skilled training techniques to produce correct responses.
- Behaviourist teaching focuses on external manifestations of learning rather than on the internal processes.

- Learners are not encouraged to initiate interaction, as this could lead to mistakes.
- The fact that learners don't understand the meaning of what they are repeating is not seen as a drawback; by imitating and responding to the teacher, they are learning to form new verbal behaviour.

Teacher Roles

- The teacher dominates the method.
- The teacher serves as model for the target language, controls the direction and pace of learning, monitors and corrects learners' performance.
- The teacher has the responsibility to keep learners attentive by varying drills and tasks and choosing relevant situations to practise structures.

Discussion questions

1. What is the overall goal of this method?

2. How is grammar taught —inductively or deductively?

3. Is error seen as a natural part of language learning and tolerated as such?

4. What is the teacher's role in the learning process?

5. Does the learner assume an active role in learning?

Day	**2**	
Activity	**2**	***The Communicative Approach***
Objectives		- To experience the communicative approach - To analyse this approach with respect to the learning process

Part 1

- Follow the instructions in the learning situation.

Part 2

- Work in groups of two or three.

- Read the background notes on the communicative approach and answer the discussion questions.

Activity 1
Rate Yourself

Instructions

1. Fill in this questionnaire carefully and honestly. You won't have to show it to anyone but it will help you with the other activities.
2. Use your dictionary or ask your teacher for help, but be sure you understand what the word means before you answer.
3. For each character trait below decide if you are
    1. NEVER like that
    2. SELDOM like that
    3. OFTEN like that
    4. ALWAYS like that
4. Put a check under the one that suits you best.
5. Keep this questionnaire for later use.

	NEVER 1	SELDOM 2	OFTEN 3	ALWAYS 4
a) Creative				
b) Nervous				
c) Intellectual				
d) Emotional				
e) Stubborn				
f) Generous				
g) Patient				
h) Cheerful				
i) Sensitive				
j) Calm				
k) Critical				
l) Shy				
m) Cautious				
n) Hard-working				
o) Alone				
p) Secretive				
q) Optimistic				
r) Resistant to change				
s) Freedom-loving				
t) Home-loving				

Activity 2a
Your Number Please

Calculating Your Name Number

Instructions

1. First, print your name as you usually do.

   eg.: Mary Peters

2. Then, under each letter put the number value of that letter. Use the table at the bottom of this page.

   eg.: M a r y P e t e r s
   4 1 2 1 8 5 4 5 2 3

3. Next, add the numbers

   eg.: M a r y P e t e r s
   4 + 1 + 2 + 1 = 8 8 + 5 + 4 + 5 + 2 + 3 = 2 7
   2 + 7 = 9
   8 + 9 = 17 = 1 + 7 = 8

   So, Mary Peter's number is 8.

Remember, the number must always be less than 10.

4. Now find a partner with the same name number as you.

1	2	3	4	5	6	7	8
A	B	C	D	E	U	O	F
I	K	G	M	H	V	Z	P
J	R	L	T	N	W		
Q		S		X			
Y							

Activity 2b
Your Number Please

Instructions

- Use your name number to find the description of your character below.
- With your partner transfer these character traits to your *Character Analysis* chart.

1. If you are a 1, you are creative, and at times, stubborn. You always give the impression of being happy even if you're not. You don't like taking orders from others but you're a good worker. You also like reading. Number 1 people usually wear glasses and should always wear sunglasses in bright daylight. Number 1 people make good executives. Your lucky day is Sunday, lucky months: March, April, July and August.
2. If you are a 2, you are restless and nervous. You cannot stand being alone. You're proud of your appearance and are very affectionate. You are a natural explorer and like to travel. Number 2 people often find success and happiness as musicians, singers, entertainers of any kind, or nurses. Friendship is very important to you. Monday is your lucky day; your lucky months are April, May, June and July.
3. The number 3 represents authority and ambition. Number 3 people are very ambitious and have extremely strong willpower and determination. You are very close to your family, especially to brothers and sisters. Your ideas are usually original. Number 3 people are often lawyers or politicians. Thursday is your lucky day. November and December are your lucky months.
4. A 4 represents music, science, justice and rebellion. A 4 person has his or her own way of doing things that is different from anyone else's. Your feelings are easily hurt but you make very good friends to whom you are always loyal. You love music and parties. You are a dreamer and often will argue with people. Sunday is your lucky day; January, February, July and August are your lucky months.
5. A person with the number 5 lives on nervous energy. You get along with everyone except the 3 and 8 people. You are an extremely determined person and will not rest until you have achieved the goal you set yourself. You are a quick learner. You cannot stand any unnecessary noise or foolishness. 5 people make good teachers, travelling salespeople or government officials. Lucky day: Wednesday. Lucky months: May, June, August, September.
6. The 6 is the personality number, the number of magnetism. It represents love and all the arts. You are very attractive to members of the opposite sex and are always favoured by them. You enjoy parties, being with people and having fun. People are more important to you than your environment. 6s are often interior decorators, writers or anything to do with health and recreation. You should avoid 4 and 8 people. Lucky day: Friday and lucky months: April, May, September, and October.
7. If you are a 7 you are easily upset and worry too much. You are a hard worker but become easily discouraged. You are always trying to help others and often carry their troubles on your shoulders. You demand attention at all times from your partner. The occult interests you. You love water, lakes, rivers and the sea. Photography, writing, cosmetics or work in the amusement field are favourable occupations for a 7. Your lucky day is Monday. Your lucky months: February, March, June and July.
8. You of the 8 group are likely to be lonely and misunderstood. You like strange and unbelievable stories and excel at telling jokes. You like to be noticed but you seem cold to many people. Finance, business, real estate are good careers for 8 people. Saturday is your lucky day. Your lucky months: December, January, September and October.
9. The number 9 represents energy. It governs writers and the medical profession. You are independent, headstrong and like to do things yourself rather than ask for help. You have an explosive temper. You don't look for trouble but you are a born fighter. You are an excellent judge of character and have a superb memory. You enjoy reading. The medical profession in suited to 9 people. Tuesday is your lucky day; your lucky months are March, April, December and January

Activity 2c
Your Number Please

Compatibility Chart

Instructions

1. Certain numbers go together well, others do not. You may be more compatible with people of certain numbers than others.

2. First, find out if you and your partner are compatible. Do you agree?

3. Then, figure out the name number of some friends or family members. Find out if you are compatible or not according to numerology.

If you are a:	You are most compatible with people of the numbers:
1	2 4 7
2	1 7
3	6 8 9
4	1 7
5	1 6 7 9
6	3 5 9
7	2 4 5
8	3 9
9	3 5 6 8

Activity 3a
According to the Chinese

ACCORDING TO THE CHINESE

Instructions

1. To find your Chinese zodiac sign, match the year you were born with the animal on the same line.

   For example, if you were born in 1973 you were born in the year of the Buffalo and your Chinese zodiac sign is the Buffalo.

Rat	1900	1912	1924	1936	1948	1960	1972	1984
Buffalo	1901	1913	1925	1937	1949	1961	1973	1985
Tiger	1902	1914	1926	1938	1950	1962	1974	1986
Cat	1903	1915	1927	1939	1951	1963	1975	1987
Dragon	1904	1916	1928	1940	1952	1964	1976	1988
Snake	1905	1917	1929	1941	1953	1965	1977	1989
Horse	1906	1918	1930	1942	1954	1966	1978	1990
Goat	1907	1919	1931	1943	1955	1967	1979	1991
Monkey	1908	1920	1932	1944	1956	1968	1980	1992
Rooster	1909	1921	1933	1945	1957	1969	1981	1993
Dog	1910	1922	1934	1946	1958	1970	1982	1994
Pig	1911	1923	1935	1947	1959	1971	1983	1995

Activity 3b

ACCORDING TO THE CHINESE
Texts

Instructions

1. Find your Chinese zodiac sign below and read it carefully.

2. Record the character traits on your Character Analysis Chart.

The Rat: Anything for the good life

The rat is born under a sign of charm and aggression. He or she has a quick temper and can create embarrassing situations. He or she loves parties and finds it hard to deny himself anything. Although sometimes extramely critical, the Rat is honest and can be very generous to those he or she loves. Often greedy, The Rat would rather live by trickery than by hard work.

The Buffalo: For family always

The Buffalo likes to be alone to think and brood. He or she is slow and careful in everything he or she does. Although he or she rarely loses his or her temper, when he or she does there is a violent explosion. The Buffalo is a hard worker, and an authoritarian who is very resistant to change. Family and home are the most important things in his or her life. He or she hates to travel, can be tender but never romantic.

The Tiger: A hot-tempered rebel

The Tiger is a rebel. He or she finds fault with everything and is often irresponsible and foolish, but he or she also commands respect even from those he or she fights. The Tiger is a natural leader but must be careful not to act too quickly. He or she is often selfish about small things but generous about larger matters. He or she is rarely happy in love.

The Cat: Anything for a quiet life

Cat people are those most certain to be happy. They are good company, talented and calm; they know how to make the best of every situation. Their only fault is that they are superficial, rarely making deep commitments of friendships. They love to entertain, are very careful in all matters of business or the heart.

The Dragon: Make-believer

The Dragon is always in good health; he or she is an idealist and a perfectionist, demanding that every detail be absolutely right. The Dragon is stubborn and usually talks too much and too loudly, but his or her advice is always good. He or she can't help winning; success follows him or her wherever he or she goes. He or she is too proud and finds many people to love him or her but he or she rarely loves anyone but him- or herself. Much of the Dragon's strengths are illusions, just put on for show.

The Snake: Wise and beautiful

The Snake is known for physical attractiveness and wisdom. Romantic and charming, the Snake person dresses very well and has good taste in all matters of personal appearance. The Snake is an intellectual who thinks often and very deeply. Snakes are not generous with money but when they lend, they becomes possessive of those they have lent to.

The Horse: The successful crowd-pleaser

Those born under this sign always look good, well-dressed and attractive. They are good at sports, love being in crowds and are talkative. However, they lack confidence in themselves. They hide this in selfishness and impatience. Horse individuals are workers who are good at handling money, but everything must revolve around the Horse, for he or she is basically an egoist.

The Goat: A natural follower

The Goat is artistic, charming and likes a comfortable life, with good clothes and material wealth, but the Goat is never happy with what he or she has. The Goat lacks self-control and never knows which way to go; this makes the Goat a born follower, who leaves the decisions to someone else. Goats are generous and willing to share, but they need to be thanked for it all the time.

The Monkey: Full of mischief

This is the sign of mischief. The Monkey is a joker, always having fun. Under all his or her friendliness, he or she is selfish and doesn't like people very much. He or she keeps up-to-date on everything from politics to art. He or she is independent, has an unbelievable memory and an endless thirst for knowledge. He or she will succeed in his or her chosen profession but not in love.

The Rooster: A big show-off

The Rooster is always right, or, at least he or she thinks so. He or she is honest to the point of being rude. Individuals born under this sign are self reliant, aggressive and very unwilling to take risks. The Rooster is at his or her best in a crowded room where he or she can attract a lot of attention. Not very good with money, the Rooster often spends too often and too much. Roosters prefer the company of members of the opposite sex.

The Dog: The worrier

The Dog worries about everything and anything. He or she is a traditionalist and a loner. He or she is a very loyal friend and dependable. He or she doesn't care about money, likes to fight for a cause. The Dog is an extremely hard worker and very honest, and almost always gets what he or she wants.

The Pig: A charmer

The Pig accepts his or her faults calmly, and those of others with great tolerance. He or she is sincere in the extreme, with a quick sense of humour. The Pig is an intellectual, fun-loving person, with plenty of strength, great depth of sympathy for people and a single-mindedness when he or she has made a decision. He or she can be made a fool of in love, and is always disappointed.

Activity 3c

ACCORDING TO THE CHINESE

COMPTATIBILITY CHART

Instructions

1. Determine the Chinese zodiac signs of some people you know and see if they are compatible with you.

2. Do you agree? Read their signs to see if you can figure out why they might be compatible.

3. Use this chart.

	Compatible with
RAT	Rat, Dragon, Snake, Monkey
BUFFALO	Cat, Tiger, Dragon,Snake,Pig
TIGER	Buffalo, Dragon, Pig
CAT	Cat, Buffalo, Snake, Horse, Goat, Monkey, Dog
DRAGON	Tiger, Cat, Shake, Goat, Monkey, Rooster, Pig, Rat
SNAKE	Buffalo, Cat, Dragon, Snake, Horse, Rooster, Rat
HORSE	Cat, Snake, Horse, Goat, Rooster, Dog
GOAT	Cat, Dragon, Horse, Goat, Monkey, Pig
MONKEY	Cat, Dragon, Goat, Monkey, Pig, Rat
ROOSTER	Dragon, Snake, Horse
DOG	Cat, Horse,Dog, Pig
PIG	Buffalo, Tiger, Dragon, Goat, Monkey, Dog, Pig

Here are some people whose sign you might want to look up.

Father ______________________ Sister(s) ______________________

Mother ______________________ Teacher(s) ______________________

Brother(s)______________________ Grandparents ______________________

Character Analysis Chart

Name ____________________

Number (s): ____________________

Chinese Sign: ____________________

Instructions:
1. For each type of character analysis, write in a fes traits.
2. In the column A/D write "A" if you agree or "D" if you disagree.

	CHARACTER TRAITS	A/D	PHYSICAL TRAITS	A/D	PREFERENCES	A/D
Your number please						
According to the Chinese						

Background notes: The Communicative Approach

In 1966, MIT linguist Noam Chomsky wrote that "language is not a habit structure. Ordinary linguistic behaviour characteristically involves innovation, formation of new sentences and patterns in accordance with rules of great abstractness and intricacy." Chomsky developed the theory of transformational grammar: fundamental properties of language derive from innate aspects of the mind and from how humans process experience through language. Thus, language learning cannot be equated with a simple stimulus-response mechanism. In fact, much of human language use is not imitated behaviour but is created anew from underlying knowledge of abstract rules. Sentences are not learned by imitation and repetition, but generated from the learner's underlying competence.

In the 1970s, both in Britain and in the United States, the approach to language teaching/learning focused on two objectives:

- make communicative competence the goal of language teaching
- develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication

Theoretical Bases

1. Language is a system for the expression of meaning.

2. The primary function of language is interaction and communication.

3. The structure of language reflects its functional and communicative uses.

4. The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning, as exemplified in discourse.

Principles

1. Activities that involve real communication promote learning.

2. Activities in which language is used for carrying out meaningful tasks promote learning (Johnson, 1982).

3. Language that is meaningful to the learner supports the learning process.

Acquisition vs Learning (Krashen)

Acquisition:	• basic process in developing language proficiency • unconscious development of the target language system as a result of using the language for real communication
Learning:	• conscious representation of grammatical knowledge that has resulted from instruction • cannot lead to acquisition

Acquired System: • to create utterances during spontaneous language use

Learned System: • to serve as monitor of the output of the acquired system

Learner Roles

- negotiator between self, learning process and object of learning
- should contribute as much as he or she gains and thereby learn in an independent way
- cooperative approach to learning (Breen & Candlin, 1980)

Teacher Roles

- facilitate communication process between all participants in the classroom, and between these participants and the various activities and texts
- act as independent participants within the learning- teaching group
- secondary roles:
  - organizer of resources
  - resource him- or herself
  - guide in classroom procedures and activities
  - researcher and learner, with much to contribute about appropriate knowledge and abilities
  - needs analyst
  - counsellor
  - group process manager

Discussion questions

1. What is the overall goal of this method?

2. How is grammar taught — inductively or deductively?

3. Is error seen as a natural part of language learning and tolerated as such?

4. What is the teacher's role in the learning process?

5. Does the learner assume an active role in learning?

Day 2

Activity 3 ***Comparison of Various Methods***

Objective To gain insight into the strong points and weak points of various methods with respect to the learning process in general and to language learning in particular

- Work in teams of two or three. Make sure you are working with partners with whom you have not worked previously on Day 1 or 2

- Complete the *Methods and Learning* chart.

- Refer to your notes for Activities 5 and 6 from Day 1 and Activities 1,2 and 3 from Day 2.

- Share and discuss your findings with the group.

Methods and Learning

Instructions: Identify the method.

Learner/Teacher /Process	Grammar-Translation method	Direct method	Reading method	Communicative approach
1. The learner perceives the problem as potentially significant, relating to his or her everyday situation.				
2. The teacher prompts awareness of potential significance.				
3. The learner perceives the problem as responding to a need and develops motivation for learning.				
4. The teacher promotes motivation through various stimuli.				
5. The learner assumes responsibility for learning, becomes personally involved.				
6. Activities are learner-centred rather than teacher-centred.				
7. The teacher focuses attention on relevant information.				
8. Opportunity is given for learners' personal input.				
9. The teacher suggests various experiences , e.g. "Imagine this, or tha".				
10. The learner practises newly acquired skill, forming and verifying hypotheses.				
11. The teacher creates favourable conditions for practice.				
12. The learner compares his or her own results with the world around him o her.				
13. The teacher provides feedback.				
14. The learner can demonstrate the relevance of what he or she has learned.				

Learner/Teacher Process	Grammar-Translation method	Direct method	Reading method	Communicative approach
15. The teacher promotes integration and generalization of new learning through extension and/or enrichment activities.				
16. The learner is able to generalize his or her new knowledge/skill to new situations.				
17. Formative evaluation verifies and promotes learning.				

THE
PATTERN
OF
DRILLS

DAY 3

Objectives of Day 3

- ***To become aware of the characteristics of structural versus communicative activity types***
- ***To become familiar with the distinction between method and technique***
- ***To understand the relationship between the learning process and various techniques in language teaching***

At the end of the session, the participants will be able to:

- differentiate between method and technique
- understand the distinctive features of the audiolingual method and the communicative approach
- identify the techniques appropriate to a given approach or method
- identify various types of pattern drills
- identify the characteristics of structural activities

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Day	3	
Activity	1	***Method and Technique***
Objective	To differentiate between method and technique	

- Work in teams of three or four.

- Decide on a definition for each of the two words on the board: methods and technqiue.

- Write each definition on a strip of cardboard, without indicating which word each refers to.

- Hand both strips of cardboard to the Workshop Leader.

- Study the definitions written by the other members of the group and decide which refer to method and which to technique.

- Refrain from comment as the group discusses the definitions written by your own team.

Day	3	
Activity	2	***Audiolingual Method and Communicative Approach***
Objectives	•	To highlight and contrast major distinctive features of the Audiolingual Method and the communicative approach
	•	To establish the appropriateness of particular techniques to one or the other approach/method

Part 1

- Work in pairs.
- Complete the *Audiolingual vs Communicative* chart .
- Complete the *Match-up* worksheet.
- Share your findings with the group.

Part 2

- Read the two short passages on the roles of learner and teacher as defined in the audiolingual method and in the communicative approach.
- Work with a partner.
- Complete the *Learner Role /Teacher Role* chart.
- Share your findings with the group.

Audiolingual vs Communicative

AUDIOLINGUAL	COMMUNICATIVE
1. ______________________	Meaning is paramount.
2. Language items are not necessarily contextualized.	Contextualization is a basic premise.
3. ______________________	Language learning is learning to communicate.
4. Mastery or *over-learning* is sought.	Effective communication is sought.
5. Drilling is central technique.	Drilling may occur, but peripherally.
6. ______________________	Comprehensible pronunciation is sought.
7. Grammatical explanation is avoided.	Any device that helps the learners is accepted — varying according to their age, interest, etc.
8. ______________________	Judicious use of native language is accepted where feasible.
9. ______________________	Communicative competence is the desired goal (i.e. the ability to use the linguistic system effectively and appropriately).
10. ______________________	The teacher helps learners in any way that motivates them to work with the language.
11. *Language is habit* so errors must be prevented at all costs.	Language is created by the individual, often through trial and error.
12. Accuracy, in terms of formal correctness, is a primary goal.	Fluency and acceptable language is the primary goal: accuracy is judged not in the abstract but in context.
13. ______________________	The teacher cannot know exactly what language students will use.*

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* Finocciaro, M. and C.Brumfit. 1983. *The Functional-Notional Approach*. Oxford: Oxford University Press.

Match-Up

Instructions: Read the list of techniques below. Decide if each is better suited to the audiolingual method or to the communicative approach. Write A or C in the parentheses.

( ) 1. Students enter weather symbols on a map as they listen to an authentic radio weather forecast.

( ) 2. Students repeat in chorus each line of a recorded dialogue.

( ) 3. Students take part in a pronunciation drill exercise.

( ) 4. Students play the role of journalists and draw a diagram of an accident, showing position and direction of vehicles, as they listen to angry motorists describe the accident to a policeman.

( ) 5. Students design a poster giving full details about a play or a film they heard advertised on the radio.

( ) 6. Students repeat an utterance, replacing one word with another, cued by the teacher.

( ) 7. Students transform a series of affirmative statements into the interrogative.

( ) 8. Students label a sequence of diagrams as they listen to a partner describe the steps to follow to assemble a toy.

( ) 9. Students enter lessons on a blank timetable as they listen to the teacher describing the timetable for the courses of the first semester.

( ) 10. Students provide the answer exchange to a recorded dialogue.

Day	3	
Activity	3	***Pattern Practices: Types and Characteristics***
Objectives	•	To identify various types of pattern drills
	•	To identify the characteristics of structural exercises

- **Work in teams of three or four.**

- **Read *Drills and Pattern Practice*.**

- **Study the exercises the Workshop Leader will give you. In each case, identify the type of drill illustrated. Write the word at the top of the page.**

- **Share your findings with the group.**

Drills and Patterns Practice

The use of drills and pattern practice is a distinctive feature of the audiolingual method. The list that follows contains some typical varieties

1. *Repetition.* The student repeats an utterance aloud as soon as he or she has heard it, without looking at a printed text. The utterance must be brief enough to be retained by the ear. Sound is as important as form and order.

   Example:
   This is the seventh month. —This is the seventh month.

   After a student has repeated an utterance, he or she may repeat it again and add a few words, then repeat that whole utterance and add more words.

   Examples:
   I used to know that. —I used to know that.

   I used to know him years ago. — I used to know him years ago *when we were in school.*

2. *Inflection.* One word in an utterance appears in another form when repeated.

   Examples:

   I bought the car. —I bought the cars.

   He bought the candy. —*She* bought the candy.

3. *Replacement.* One word in an utterance is replaced by another.

   Examples:

   He bought this *house* cheap. — He bought *it* cheap.

   Rosie left at six o'clock. — *She* left at six o'clock.

   They gave their *boss* a watch. — They gave *him* a watch.

4. *Restatement.* The student rephrases an utterance and addresses it to someone else, according to instructions.

   Examples:

   Tell her to wait for you. — Wait for me.

   Ask her how old she is. — How old are you?

   Ask Gina when she arrived. — Gina, when did you arrive?

5. *Completion.* The student hears an utterance that is complete except for one word, then repeats the utterance in completed form.

   Examples:
   I'll take my car and you take ... I'll take my car and you take *yours.*

   We all have... own troubles. — We all have *our* own troubles.

6. *Transposition*. A change in word order is necessary when a word is added.

   Examples:

   I'*m* hungry. (so). — So *am* I.

   I'*ll* never do it again. (neither). — Neither *will* I.

7. *Expansion*. When a word is added it takes a certain place in the sequence.

   Examples:

   I know you. (hardly). — I *hardly* know you.

   I know her. (well). — I know her *well*.

8. *Contraction*. A single word stands for a phrase or clause.

   Examples:

   Put your book *on the desk*. — Put your book *there*.

   They believe *that he is innocent*. — They believe *it*.

9. *Transformation*. A sentence is transformed by being made negative or interrogative or changes in tense, mood, voice, aspect or modality.

   Examples:

   He knows my address.

   He doesn't know my address.

   Does he know my address?

   He used to know my address.

   If he had known my address.

10. *Integration*. Two separate utterances are integrated.

    Examples:

    They must be honest. This is important. — It is important that they be honest.

    I know that man. He is looking for you. — I know the man who is looking for you.

11. *Rejoinder*. The student makes an appropriate rejoinder to a given utterance. He or she is told in advance to respond in one of the following ways.

    Be polite.

    Answer the question.

    Agree.

    Agree emphatically.

    Express surprise.

    Express regret.

    Disagree.

    Disagree emphatically.

    Question what is aid.

    Fail to understand.

Examples:
Be polite: Do you want a cookie? — Yes, please.

Answer the question: Where do you live? — I live at 216 Hamlin Road.

12. *Restoration*. The student is given a sequence of words extracted from a sentence but still carrying its basic meaning. Using these words the student restores the sentence to its original form. Usually the teacher states whether the time is past, present or future.

Examples:
Students/waiting/bus — The students are waiting for the bus.

Woman/see/old/friend. — The woman saw an old friend.

Day	3	
Activity	4	***Pattern Drills and Learning***
Objectives	To analyse pattern drills with respect to the learning process	

- Work in teams of two or three.
- Select one of the drills from Activity 3 and analyse it with respect to the *Methods and Learning* chart.
- Share your findings with the group.

Methods and Learning

Instructions: Identify the type of drill

Learner/Teacher /Process	Type of Drill
1. The learner perceives the problem as potentially significant, relating to his or her everyday situation. 2. The teacher prompts awareness of potential significance. 3. The learner perceives the problem as responding to a need and develops motivation for learning. 4. The teacher promotes motivation through various stimuli. 5. The learner assumes responsibility for learning, becomes personally involved. 6. Activities are learner-centred rather than teacher-centred. 7. The teacher focuses attention on relevant information. 8. Opportunity is given for learners' personal input. 9. The teacher suggests various experiences , e.g. "Imagine this, or that." 10. The learner practises newly acquired skill,forming and verifying hypotheses. 11. The teacher creates favourable conditions for practice. 12. The learner compares his or her own results with the world around him or her.	

Learner/Teacher Process	Type of Drill
13. The teacher provides feedback.	
14. The learner can demonstrate the relevance of what he or she has learned.	
15. The teacher promotes integration and generalization of new learning through extension and/or enrichment activities.	
16. The learner is able to generalize his or her new knowledge/skill to new situations.	
17. Formative evaluation verifies and promotes learning.	

Day	3	
Activity	5	***Structural versus Communicative Activities***
Objective	To differentiate between structural and communicative activities	
Time	30 minutes	

- Work alone.

- Complete the *Structural or Communicative?* chart.

- Share your findings with the group.

Structural or Communicative?

Instructions: Read each description on the left-hand side of the chart. In the right-hand column, write if each is an example of a *structural* or a *communicative* activity.

Activities	Types
1. The student repeats an utterance as soon as he or she has heard it.	
2. Students are provided with a list of students from Ontario arriving for an exchange visit. Likes and dislikes are mentioned. Each student must decide on a welcome gift for his or her partner.	
3. The students re-write an affirmative statement in the interrogative.	
4. The student re-phrases an utterance and addresses it to someone else, according to instructions.	
5. The student folds a piece of paper to make an Origami bird as his or her partner reads the instructions.	
6. Students listen to instructions and trace a route on a map.	
7. Students are provided with cards on which are illustrated certain items; they must circulate to find the person with the corresponding name printed on the card.	
8. Students practise correct pronunciation, stress and rhythm, repeating utterances in chorus, imitating the teacher.	
9. Students are provided with different parts of a mystery story and different clues to the solution of the crime. They must combine to solve the mystery.	
10. Students read their horoscopes and copy traits they agree with on a chart.	

WHAT
IS
COMMUNICATIVE?

DAY 4

Objectives of Day 4

- ***To become familiar with the types and features of communication-based activities***
- ***To recognize the relationship between communicative activities and the learning process***

At the end of the session, the participants will be able to:

- identify various types of communicative activities
- identify the characteristics of communicative activities
- recognize the aspects of the learning process used during communicative activities

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Day 4

Activity 1 ***Communicative Activities: Types and Characteristics***

Objectives
- To identify various types of communicative activities
- To identify the characteristics of communicative activities

- Work in teams of three or four.
- Using the reference notes to help you, identify each type of activity.
- Share your findings with the group.
- Try to identify the characteristics of communicative activities, based on the examples you have studied.

Reference Notes : Types of Communicative Activities

Information Transfer

* Activity involving the reproduction of information in a fully linguistic form from a diagrammatic or semi-diagrammatic form, or vice versa.

** When it is used to develop reading or listening ability, the transfer is from the verbal to the non-verbal mode of communicating. When it is used to develop writing or speaking ability, the transfer is from the non-verbal to the verbal mode of communicating.

*** Information-transfer activities are to a large extent guided note-taking and involve reading or listening for specific information. They involve the student in transferring information received in one way to another form.

Jigsaw Activities (Information-Gap Activities):

*** Jigsaw activities involve the sharing of information, only some of which has been given to each member of a group separately. This information when shared allows the group to get a more complete text and thereby solve some pre-set problem. Jigsaw activities can involve:

reading:	where bits of information are given through a written text
listening:	where the information is given orally
combined:	where some information is given orally and some in written form

The way in which the jigsaw information is shared may also vary: it may be shared in written, oral or combined form.

It is important to note that, if the information has been provided solely through visual/non-linguistic means, the jigsaw is aimed at production and not comprehension.

Role-Play Activities

*** Provide the learner with:

1. a chance to *rehearse* a situation he or she might meet in real life
2. intense listening and speaking practice in a fairly free and creative way
3. an opportunity to develop communicative coping strategies

The role-play situation is often described, to a greater or lesser degree, on role cards given to the students. Note that each team member would have different data relating to his or her role.

Physical Response

*** Physical response activities require that students perform some kind of action or series of actions. Many daily classroom commands fall into a communicative physical response kind of exchange.

Problem-solving

*** Problem-solving activities are those that place students in a situation where they must use the information provided and their own experiences to solve a problem. The problem may be quite simple or extremely complex, may have one right answer or no right answer. The element of problem-solving comes into many other kinds of communicative activities.

Surveys

*** Students circulate freely, asking each other for certain information which they then communicate in some way to someone else. They may report their findings orally, such as by introducing the people in the class most like themselves, or those who share a common feature, by writing a letter or by making a chart. Surveys can be done in a number of different ways.

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* Palmer, D. M. January. 1982. "Information Transfer for Listening and Reading". *Forum*. Volume XX Number 1.

** Widdowson, H.G. 1978. *Teaching Language as Communication:* Oxford: Oxford University Press.

*** *Guide pédagogique, secondaire, anglais langue seconde, premier cycle*. M.E.Q. 16-3251-01.

Day 4

Activity 2 ***Communicative Activities and Learning***

Objective To analyse communicative activities with respect to the learning process

- Work in pairs.

- Select two of the activities from Activity 1 and analyse them with respect to the *Methods and Learning* chart.

- Share your findings with the group.

Methods and Learning

Instructions: Identify the activity.

Learner/Teacher /Process	Type of Activity
1. The learner perceives the problem as potentially significant, relating to his or her everyday situation.	
2. The teacher prompts awareness of potential significance.	
3. The learner perceives the problem as responding to a need and develops motivation for learning.	
4. The teacher promotes motivation through various stimuli.	
5. The learner assumes responsibility for learning, becomes personally involved.	
6. Activities are learner-centred rather than teacher-centred.	
7. The teacher focuses attention on relevant information.	
8. Opportunity is given for learners' personal input.	
9. The teacher suggests various experiences , e.g. "Imagine this, or that."	
10. The learner practises newly acquired skill,forming and verifying hypotheses.	
11. The teacher creates favourable conditions for practice.	
12. The learner compares his or her own results with the world around him or her.	

Learner/Teacher Process	Type of Activity
13. The teacher provides feedback.	
14. The learner can demonstrate the relevance of what he or she has learned.	
15. The teacher promotes integration and generalization of new learning through extension and/or enrichment activities.	
16. The learner is able to generalize his or her new knowledge/skill to new situations.	
17. Formative evaluation verifies and promotes learning.	

Day	4	
Activity	3	***Is It Really Communicative?***
Objectives	•	To analyse a variety of activities with respect to the characteristics of a communicative activity
	•	To gain experience in identifying activities that claim to be communicative but that are, in fact, often structural

Part 1

- **Work in teams of two or three.**
- **Study the examples that follow.**
- **Refer to the check list, *Characteristics of a Communicative Activity* and identify the characteristics involved in each case.**
- **Share your findings with the group.**

Part 2

- **Select one of the activities studied during Part 1.**
- **Modify this activity so that it is in keeping with the characteristics of a communicative activity.**
- **Share your findings with the group.**

Characteristics of a Communicative Activity

A Checklist

Instructions: **Study** each example.
Check (√) each characteristic displayed by the activity.

Characteristics	Example 1	2	3	4	5	6	7	8
1. Based on learners' needs and interests								
2. Motivating								
3. Necessitates genuine exchange of information								
4. Presents a variety of tasks								
5. Often allows for more than one possible answer								
6. Places learner in a genuine communication situation								
7. Is learner-centred								
8. Is based on real-life experiences								
9. Importance is given to meaning rather than structure								
10. Based on communicative intent, promotes interaction among learners								

Example 1

Odd-one Out

Circle the odd-one out.

a) Wrestling, roller-skating, racquet-ball, catcher, high jump

b) Coach, trainer, captain, referee, figure skating

c) Score, win, judge, lose, defend

d) Medal, pennant, runner, trophy, cup

e) Referee, gymnastics, biking, jogging, skiing

f) Sweatshirt, sweatband, jogging suit, goal, sneakers

g) Champion, league, winner, loser, runner up

h) Point, score, goal, result, sailboat

i) Downhill skiing, snowshoeing, pitcher, scuba diving, track and field

j) Hiking, contact sport, ringuette, speed, squash

Example 2

A Guessing Game

Try to find the missing word according to the meaning of the sentences. This game can be played in pairs.

1. When you don't win, you _________ .
2. The ________ decides whether the goal is good or not.
3. He or she is the person wearing a striped shirt at hockey. He or she makes sure the rules of the game are followed. He or she is the ________.
4. When you are not a professional, you are an _________.
5. He has a tennis *court* in his backyard.
6. He or she wins all the time. He or she never loses a game. He or she is a real __________ .
7. Dale Hunter is a hockey _________ .
8. To get up a hill, a skier uses a _________ .
9. A goal in football is called a ____________ .
10. Last night, there was a bike _________ the Velodrome.
11. After a long season at hockey, the team finally won the Stanley ________.
12. This sport is a woman's specialty. It looks like hockey. It's called __________ .
13. This game is played with racquets and a rubber ball in a walled court. It's called ____________ .
14. This sport is for people who like to walk on snow. It's called ______________.
15. The person who tells the players what to do on a team is a __________.

Example 3

Listing

Charlie has written a tourist brochure on Quebec City but he's forgotten a few words. Try to help him complete his text by choosing the best words from the list.

The Quebec region (1) ______________ you.

(2) ____________ more than than 300 years ago by Samuel de Champlain, the great French explorer, Quebec is filled with (3) *history,* tracing the beginnings of Canada and the entire (4) ______ American Continent.

The region offers many things to see and do. Whether you visit the (5) ______ Montmorency Falls in Beauport to the (6) _______, the (7) ________ zoo in Charlesbourg to the (8) _______ the Indian (9) _______ at Loretteville, the Aquarium or the campus of Laval University in (10) _______ end Sainte-Foy, or the historic Jesuits' House in Sillery, there is something to please every visitor.

You will be enchanted by this very (11) __________ city and its surrounding region.

List

1) a) watches
   b) welcomes
   c) visits
   d) describes

2) a) situated
   b) prepared
   c) founded
   d) wanted

3) a) facilities
b) scenery
c) history
d) services

4) a) west
b) east
c) south
d) north

5) a) famous
b) quiet
c) private
d) ordinary

6) a) south
b) north
c) west
d) east

7) a) dangerous
b) interesting
c) clean
d) historical

8) a) north
b) south
c) east
d) west

9) a) city
b) countryside
c) village
d) town

10) a) west
b) south
c) east
d) north

11) a) special
b) quiet
c) ordinary
d) natural

Example 4

What Is It?

Set A — Riddles

1- Water surrounded by land is called: ________

2- Land surrounded by water is called: __________

3- To go to Orleans island, we have to cross a all roadway across the St Lawrence River. It's called a ________.

4- It is smaller than a city. There are a few houses and stores. Not many people live here. It is a __________.

Set B — Riddles

1- You'll find many stores and businesses here. Many people live here. It's bigger than a town. It's a __________ .

2- You'll find flowers, fruits or vegetables here growing in beds. Its a *garden.*

3- I want to visit the city, but not by myself. I'll go with a group with a guide. I'll take ______ __________.

4- A trip on a boat is called a __________

Set B — Answers

garden
city
cruise
guided tour
exhibition

Set A — Answers

village
island
lake
bridge
amusement park

Example 5

Data Base

Janet is explaining how to use a computer to her friend Bobby. Help her by completing the following text.

How to use a computer

See Print Have	________ *NEXT* to begin. Don't	forget remember lose	________
to enter the file name or code. It's	small bad necessary	________	
call obey hear	________ the directions because the computer doesn't		
allow need forget	______ any	letters codes errors	________ or blank spaces.
Press *SHIFT STOP* to	leave write give	_____ the program	
you are in.			
You may sometimes see the word	help lunch soup	___	
at the	bottom outside under	of the ________. Use this key if you need more	
information about your program.			
The key *DATA* will make you	end return stop	______ to the	
very beginning of the program.			

Example 6

Weather Forecasts

The teacher hands out weather pictures to the students. He or she then calls out *weather forecasts* and the students write the number of the forecast under the correct picture.

1. Light rain is expected this evening.
2. Sunny this morning and this afternoon
3. This afternoon will be windy.
4. The meteorologist predicts a snowstorm this evening.
5. Decreasing cloudiness is expected tomorrow.
6. The temperature is going to be hot with a high of 30° Celcius.
7. The present temperature is minus 30° Celcius.
8. There's a possibility of a thunderstorm at the end of the day.
9. Heavy fog is expected in the morning.
10. There's a probability of scattered flurries this evening.

Example 7

Two Words, One Idea

The teacher gives list A to one student and list B to a second student. They must work together to match each pair of synonyms. They may use a dictionary.

Two words — one idea

List A

Part 1

1. worried ______
2. can't stand ______
3. hope ______
4. wonderful ______
5. certainly ______

List A

Part 2

1. hate ______
2. great ______
3. hard ______
4. dull ______
5. disgusting ______

List A

Part 3

1. agree ______
2. absolutely ______
3. possible ______
4. don't care ______
5. feeling ______

List A

Part 4

1. doesn't matter ______
2. to be down ______
3. good luck ______
4. express ______
5. to be crazy about ______

Two words — one idea

List B

Part 1

1. dislike ______
2. wish ______
3. sure ______
4. anxious ______
5. magnificent ______

List B

Part 2

1. boring ______
2. awful ______
3. detest ______
4. easy ______
5. super ______

List B

Part 3

1. don't mind ______
2. disagree ______
3. mood ______
4. definitely ______
5. impossible ______

List B

Part 4

1. show ______
2. adore ______
3. doesn't bother me ______
4. to be blue ______
5. best wishes ______

Example 8

Dialogue

Situation
Diane and Don have a date. Don arrives as Diane is getting ready.

Instructions
Read the passage and answer the questions.

Diane: Who's ringing the doorbell?

Don: It's Don. I'm looking for my key, but it's not in my pocket.

Diane: Come in. The door isn't locked — it's open.

Don: Hi, Diane. Where are you?

Diane: In the bedroom. I'm brushing my hair and putting on my new perfume. I'm dressing for our date.

Don: Well, I'm taking off my coat and I'm sitting down in the living room. I'm smoking my pipe.

Diane: Here I am. What's the matter? You're sneezing and coughing.

Don: I think I'm getting a cold. I really think I'm giving up smoking!

Questions

1. Where is Diane?

   a) outside the door
   b) in the living room
   c) in the bedroom

2. How is Don feeling?

   a) sick
   b) normal
   c) fine

PRODUCTION
OF
COMMUNICATIVE
ACTIVITIES

DAY 5

Objectives of Day 5

- ***To practise designing activities compatible with communicative approach to language learning***

At the end of the session, the participants will be able to:

- design communication-based activities
- evaluate the relative merits of various techniques in achieving communicative purposes

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Day 5

Activity 1 ***Production of Communicative Activities***

Objective To practise designing activities suitable for use in the communicative approach

- Work in teams of two or three.

- Design and produce an activity of the type indicated on the card you have received. Try to include as many of the characteristics of a communicative activity as possible. (Day 4, Activity 1).

- Refer to your program and guide as needed:

  Primary: Program (16-2204), pp. 29-108
  Guide (16-220401), pp. 17-29

  1st cycle
  Secondary: Program (163251), pp. 25-65
  Guide (16-3251-01), pp. 33-49

  2nd cycle
  Secondary: Program (16-3252), pp. 37-60; 68-72
  Guide (16-3252-01), pp. 9-19; 93-95

- Once you have completed the activity, exchange it with another team. Do the new activity and analyse it, using the check list designed for Day 4 Activity 3, *Characteristics of a Communicative Activity*.

Production of Communicative Activities

Type of activity: ____________________

Focus of activity (Function, Notion, Skill): ____________________

Description of activity:

Characteristics of a Communicative Activity

A Checklist

Instruction: Study the activity.
Check (√) each characteristic displayed by
the activity

Characteristics	Check
1. Based on learners' needs and interests	( )
2. Motivating	( )
3. Necessitates genuine exchange of information	( )
4 Presents a variety of tasks	( )
5. Often allows for more than one possible answer	( )
6. Places learner in a genuine communication situation	( )
7. Is learner-centred	( )
8. Is based on real-life experiences	( )
9. Importance is given to meaning rather than structure	( )
10. Based on communicative intent, promotes interaction among learners	( )

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